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ABSTRACT

This guide is a description of a course designed to help 11-to-13-year-olds cope with the problems that arise as a result of the physical, emotional, and social changes they are experiencing. The package, called "Self-Incorporated," consists of 15 15-minute television programs, this teacher's guide, and related materials which concentrate on life-coping concepts and skills. Each unit is composed of a true-to-life scenario, a list of exploratory questions, and suggestions for followup activities. (EMH)

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Guide to

Self INCORPORATED

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Self Incorporated

is designed to help eleven-to-thirteen-year-olds cope with the problems that arise as a result of the physical, emotional, and social changes they are experiencing. Based on two years of planning by educators and broadcasters, the project includes fifteen 15-minute programs, this guide, and related materials.

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Questions about

. . . and answers

What is "Self Incorporated"?

"Self Incorporated" is a series of fifteen programs and a teacher's guide, designed to stimulate classroom discussion of the critical issues and problems of early adolescence. Its objective is to instill in eleven-to-thirteen-year-olds a desire to learn skills for coping with these issues and problems.

What are the critical issues and problems of the eleven-to-thirteen-year age group?

Those chosen as the topics of this series are:

physiological changes
making decisions
boy-girl relationships
everyday pressures
cliques
failure and disappointment
privacy
pressure to achieve
ethnic/racial differences
systems and self
sex role identification
morality
family communications
sibling rivalry
family adversity

Each of these is the theme of a "Self Incorporated" program.

What are life-coping skills?

Life-coping skills are ways of dealing with the problems and challenges of living, changing, and growing. A few examples of such skills are: valuing, decision-making, confronting, risking, experimenting, withdrawing, denying, fantasizing, meditating.

The "Self Incorporated" programs are not training films. They do not teach how to perfect these skills, but rather serve to stimulate children's interest in them.

Who can best use the series?

Teachers, mental health workers, counselors, and parents, among others, can make effective use of the series. Most adult leaders will do a better job with it if they first participate in in-service training, or at least in an orientation session. What subject a person teaches is less important than a commitment to help young people develop as human beings.

Before presenting the programs and using the guide, an adult leader should have developed an inquiring, accepting atmosphere in the group and be able to lead an exploring but comfortable discussion of the issues and skills. Leaders also must have a healthy respect for each child's privacy.

What is in the guide?

The guide includes a story summary of each program and an indication of the purpose of the lesson. There are also questions for discussion, worded so that they can be read directly to the class. Questions of opinion or of value are open-ended and have no right or wrong answers.

In addition, for each program there are several suggested learning activities, selected to emphasize one or two life-coping skills. Activities may be used either before or after the program. Some stress introspection and private analysis. Others focus on group and community attitudes, providing students with a frame of reference for their personal values, feelings, and beliefs. Students should share information about themselves and their families only if they wish to do so.

More about life-coping skills

Life is complex and changing. Any outline that places events into an orderly sequence distorts reality. Yet the process outlined below did clarify the thinking of those who planned and created "Self Incorporated." It may be helpful as well for those who plan lessons and units with "Self Incorporated" as an integral part.

The sequence begins with recognizing issues—changes, cliques, sexual identity, drugs, alcohol, and tobacco, to name a few. The skills needed at this level are those of awareness, self-understanding, and understanding social situations. There must be personal recognition of an issue, problem, or opportunity and of the need to deal with it.

The next part of the process helps answer the question, "What does this issue mean to me?" It includes gathering data in the form of facts, feelings, and opinions. It involves consideration of alternatives and potential solutions, as well as outcomes and untoward effects. Fantasy, meditation, valuing, and decision-making on the basis of the data collected determine an individual's responses to an issue.

The process includes three general responses, each of which requires life-coping skills:

- defending oneself and the status quo
- seeking nurture to strengthen the self, and
- risking change

Each response in turn makes changes in oneself, in the issue, and in the environment. Learning takes place. Growth occurs and the life-coping process spirals on.

In every step, at every stage of living, there are skills to be learned, practiced, and improved. By such an evolution, one's identity and integrity can be strengthened. One's self can become incorporated. And that is what the series is all about.

Lochie B. Christopher
Orvis A. Harrelson

Trying Times
(Making Decisions)

PROGRAM

In spite of the long, hot trip on a bus, Meg is excited about visiting her fourteen-year-old cousin Julie. At twelve and a half, Meg is not yet a grown-up teenager, but her parents trusted her to make the trip to the city and she feels mature and confident.

As Meg and Julie became reacquainted, Meg feels anxious and curious when she discovers that Julie has taken up smoking. Though she has some doubts, Meg asks Julie to teach her to smoke. Julie is reluctant, but finally decides that Meg will be more acceptable to her friends if she knows how to smoke.

That evening the girls attend a party in the park. Julie's friends urge Meg to join the group that is drinking. As the pressure to try alcohol builds up, the confidence and maturity Meg felt earlier in the day vanishes. Suddenly the flashing red light and siren of a police car break up the gathering and she is saved from having to make a decision. When Julie and Meg breathlessly arrive at home Julie gushes excitedly, "Didn't we have a great time? Hey, you didn't get to try the booze, did you? Don't worry, we have the whole vacation." Meg doesn't answer, but her expression is eloquent.

Teenagers have many difficult decisions to make, and sometimes it is hard for them to consider the future consequences of their actions. They are particularly susceptible to pressure from their peers. Often this desire to be part of the group leads them to make choices that get them into difficulty, either by conflicting with their parents' wishes, or by running contrary to their own long-range self interests.

This program is intended to help young people learn to make self-enhancing decisions in the face of peer pressure. The activities are directed toward increasing students' awareness of their personal values and beliefs, and toward helping them understand the decision-making process as it relates to peer group pressure.

QUESTIONS

1. Did Meg really have a good time at Julie's home? What do you think will happen over the course of the vacation? (Students might role-play their answers to these questions.)
2. Julie told Meg that if she smoked she would fit in better with Julie's friends. Is this a good reason for doing something? When might it be better to risk breaking with a group?
3. Julie told Meg she didn't have to smoke and that it was "cool" for Meg to do whatever she thought was best. Was Julie really pressuring Meg without seeming to? What are some other kinds of indirect pressures people face when making decisions? How can you deal with these indirect pressures?
4. What would Meg have done if the police car hadn't come when it did? Would she have taken a drink? If you were Meg, what things would you have thought about in trying to make up your mind about taking a drink?

5. What kinds of things might people do that they don't really want to do but do anyway because friends urge them on?
6. When should a person draw a line, and risk nonacceptance?
7. What would Julie's friends have thought if Meg had told them she didn't want to smoke or drink? How can people express their own views and refuse to go along with a group without being rejected?
8. How did Julie feel about her parents? Meg said she wished her parents were like Julie's. Do you think she really meant it?
9. When someone makes a decision (e.g., Meg trying Julie's cigarette), how is it possible to tell if it was a wise decision?

ACTIVITIES

1. MAKING VALUE JUDGMENTS

As students begin to examine their own values it will be useful for them to understand the difference between a *value judgment* and a *factual judgment*. Both of these are normal responses to everyday situations, and often the two types of judgments are intertwined.

A *value judgment* is a personal reaction to a statement or situation based on "feelings." These feelings help us decide whether something is good or bad, acceptable or unacceptable. Either our own personal preferences or the standards set by a social group determine our value judgments.

A *factual judgment* is one that is based on direct experience or observation. It can be tested (by using the scientific method) for its accuracy. Factual judgments usually don't involve the question of good or bad, although we may have strong feelings about the "facts." (For example, it is *factual judgment* that the world's whale population is decreasing, but our reactions to and feelings about that fact are *value judgments.)*

Provide students with definitions for a *value judgment* and a *factual judgment*. Discuss. Then distribute a worksheet similar to the one below *without* providing the answers FJ or VJ. Ask students to decide which items are FJ (factual judgment) and which are VJ (value judgment).

1. It is important to listen to one's own values.
2. Teenagers should not smoke or drink.
3. The Moon is 238,857 miles from the Earth.
4. The cerebral cortex is the outer covering of the brain.
5. It is important to fit into a group.
6. Boys with long hair look better than girls with long hair.
7. Women and men should have equal opportunities for work.
8. Students are not allowed to smoke in your school.
9. In 1968, there were 666 television stations in the U.S.

2. WHO COUNTS THE MOST?

Most people are concerned about what other people think of them. This exercise should help students clarify how others influence their own behavior. Prepare a handout for students to do individually without signing. Collect handouts and redistribute so that students' lists remain anonymous. Tabulate responses on the blackboard.

Who Counts the Most?

How important are the opinions of each of these people in determining what you do? (A rank of 1 is high. A rank of 6 is low.)

	Self	Brothers/ sisters	Parents/ Guardians	Best Friend	Other Friends	Other Adults
How you dress?	.....	.....	.....	.....	.....	.....
How hard you work in school?	.....	.....	.....	.....	.....	.....
What career you want?	.....	.....	.....	.....	.....	.....
If you smoke?	.....	.....	.....	.....	.....	.....
How you wear your hair?	.....	.....	.....	.....	.....	.....
What you do outside of school?	.....	.....	.....	.....	.....	.....
If you date?	.....	.....	.....	.....	.....	.....

Who influences you the most? _____

Compare results with other members of the class, and discuss why the answers may be different.

3. THE DECISION-MAKING PROCESS

Thoughtful decisions involve these steps:

Define the problem.

Gather pertinent data.

Look at choices.

Examine own values, interests, and needs in relation to choices.

Consider short- and long-term effects of various choices.

Rank the choices in order of preference and arrive at a decision.

Follow through on the decision.

Discuss this process with students. As a group, work through the process. Then divide the class into groups of two. Hand each group a copy of the following problem/choice situations to work on together. Ask each group to think about one of the situations carefully, and arrive at a decision using the above process. After all the groups have reached a decision, have each group explain how and why that decision was reached.

- A school friend from a different social group from yours invites you to a party. You really want to go, but you are the only one from your group who has been invited. What do you do?
- You are on the school (basketball team/cheerleading squad). You know that you will be thrown off the (team/squad) if you smoke, but all of your friends have tried and once isn't going to make any difference. What do you do?
- A close friend of yours shares a secret with you. Your other friends are pressuring you to find out what it is. You know it was confidential, but your other friends will snub you if you don't tell. What do you do?
- Everyone in your group is going to a big party tonight, and you have been looking forward to it all week. But your mother has a bad case of flu, and even though she didn't ask you to help around the house you think maybe you should. What do you do?

4. SCAVENGER HUNT—GROUP DECISION-MAKING

This is a decision-making activity that requires decisions to be made by group consensus. Explain to the students that it is important for them to be honest during all their discussions in order to get accurate results. Give students plenty of time to do this activity—at least thirty minutes.

A. Prepare a handout similar to the one below and distribute one to each student. Ask each student to complete his or her own list.

B. Divide the class into groups of five. Each group should discuss the lists and, by consensus, produce a group list that represents the one item for each category that *all* students in the group like or dislike. The group receives *one* point for each consensus they are able to reach.

Scavenger Hunt List (Fill in blanks)	One That I Like	One That I Dislike
1. A kind of food.	.....	.....
2. A sport to watch.	.....	.....
3. A sport to participate in.	.....	.....
4. A school subject.	.....	.....
5. A chore at home.	.....	.....
6. A way to spend the weekend.	.....	.....
7. A summer vacation.	.....	.....

(Add other topics that would be of interest to your group.)

C. While the students are still in groups, ask them to further practice reaching a consensus by deciding on an experience they have all had in common. Give *three* points for each decision.

Examples:

A time when parents did not seem to understand.

A time when school was fun.

A time when they felt hurt by others.

A time when they cried.

A time when they felt proud of a friend.

A time when they got away with something they shouldn't have.

D. Add each group's scores from both activities to determine the winning group.

E. To conclude the activity the class as a whole might discuss these questions:

Why did some groups have higher scores than others?

Why were some items more difficult to deal with than others?

What behaviors helped the group reach a consensus?

Did the fact that you were scoring points help your group or hinder it?

What behaviors hindered your progress?

Were some students pressured to go along with a position they didn't support?

Is there a better way to reach a group decision?

WHO WINS?
(MORALITY)

PROGRAM

Young people have many questions about what is right and what is wrong, and why. They often feel a strong conflict of ideas between what they should do and what they would like to do. They are searching for guidelines to help them make ethical and moral decisions. Because of this, they appreciate the chance to discuss this topic with each other and with adults.

The issue of deciding whether or not to cheat is illustrated in this program to stimulate discussion on moral decision-making and to open up possibilities for additional classroom activities on this subject.

Lenny and Brant are friendly enemies, at least when it comes to photography. They have been competitors for some time, although lately Brant has come out ahead. Brant has been needling Lenny about that, only increasing Lenny's determination to win.

Both boys enter a photography contest to vie for a twenty-five dollar savings bond and a chance to take pictures for the town paper for a week. Lenny takes what he thinks is a prize winning photo. Unfortunately, during a scuffle in the darkroom when Brant tries to get a look, the negative is ruined. As the deadline for entries arrives, Lenny is faced with a difficult decision. Should he enter his second best picture, enter a picture taken by his uncle who is a professional photographer (clearly against the rules), or give up?

What Lenny decides to do is not revealed, but he has a big smile on his face as he presents his entry to the contest judge.

QUESTIONS

1. Which picture do you think was in the manila folder that Lenny put on top of the pile? Why? Which picture would you have turned in? Why? Do you think Lenny's conscience, feelings, and situation influenced his decision? How? Why? How do your conscience and feelings influence your decisions?
2. What do you think Lenny's morals were? Brant's? Yours?
3. Do you feel that there was too much competition between the two boys? Why? Why do you think Lenny and Brant made bets? Did Mr. Wilkens and Mr. Smith indirectly pressure the boys? Why?
4. What types of competition does your school offer? Should schools have programs that encourage competition among students? Why? Why not?
5. Do you think there is a time when cheating is justified? When? Why? How do you decide?
6. How did Brant and Lenny tease each other? Give examples. How would you have reacted in the same situations?
7. What would you have done if Brant had stepped on your best negative? What would you have done if Lenny had twisted your arm? Who was at fault? Why?
8. Why do you think Brant didn't tell what had happened in the darkroom when the teacher wondered where Lenny was? Would you have told? Why? Is there ever a time when not telling everything you know is justified? Explain, giving an example.

ACTIVITIES

1. CONFLICTS IN LITERATURE

This activity is intended to help students recognize moral dilemmas, as well as other kinds of conflicts, in literature. Such recognition will enrich their reading and expand their awareness of the complexities involved in deciding what is right and what is wrong.

Identifying Literary Conflicts

In Thrall, Hibbard, and Holman's *Handbook to Literature*,* conflict is defined as the struggle between two opposing forces in the plot of any form of fiction (short story, novel, drama). The four different kinds of conflict are: 1) man against nature as in Jack London's works, 2) man against man as in Stevenson's *Treasure Island*, 3) man against society as in Dickens' novels, or 4) man's conflicts within himself as in Twain's *Huckleberry Finn*. Most fictional works contain more than one of these, and moral conflicts are often the central ones.

Have students tell about some conflicts (with emphasis on moral ones) in works of fiction they have read.

Moral Conflict in Mark Twain's "Huckleberry Finn"

Huckleberry Finn is often considered the greatest American novel. Many members of the class may already have read it or will want to. The central moral conflict is between "law and order" and human decency, and the main struggle between these forces takes place within Huck himself.

Give students a copy of the following "moral crisis" to read and discuss in class.

The Moral Crisis in *Huckleberry Finn*

Huckleberry Finn is a Southern orphan who lives in the middle of the last century. He "lit out" from his guardian, the Widow Douglas, and her sister, Miss Watson, because he couldn't stand to be civilized. After many adventures he winds up on a raft floating down the Mississippi River with Miss Watson's runaway slave, Jim. The two have several narrow escapes, take great risks for each other, and gradually a close kinship develops between them. Gnawing at Huck's conscience all the time, however, is the fact that he is breaking the law and helping a runaway slave escape. He knows that according to law Jim is Miss Watson's property, and that she is a poor old woman who can't afford to lose him. According to Huck, "The more I studied about this the more my conscience went to grinding me, and the more wicked and low-down and ornery I got to feeling."

Huck tries to pray and ask to be better but no words will come because "you can't pray a lie." He decides finally to write a letter to Miss Watson telling her where Jim is, and thinks this will surely ease his conscience.

With the letter written Huck feels he has done the "right thing and the clean thing" and says, "I knowed I could pray now." But he put the letter down and "set there thinking—thinking . . . how near I come to being lost and going to hell. . . . And got to thinking over our trip down the river; and I see Jim before me all the time . . . I'd see him standing my watch on top of his'n, 'stead of calling me, so I could go on sleeping . . . and how good he always was . . . and said I was the best friend old Jim ever had in the world, and the *only* one he's got now; and then I happened to look around and see that paper."

"It was a close place. I took it up, and held it in my hand. It was a-trembling, because I'd got to decide, forever, betwixt two things, and I knowed it."

Be sure students understand the "two things" conflicting here. Should Huck send the letter to Miss Watson or not? From Miss Watson's point of view, what is right? From Jim's? From society's? How did Huck feel when his "conscience went to grinding"? What did Huck's conscience apparently tell him to do? How do you feel when your conscience hurts? Does everybody have a conscience?

Then tell students what Huck decided to do.

Huck's Decision

"I studied a minute, sort of holding my breath, and then says to myself: all right, then, I'll go to hell' — and tore it up."

---

*William F. Thrall, Addison Hibbard, and C. Hugh Holman, *Handbook to Literature*, New York: Odyssey Press, 1960, p. 105.

Huck was convinced he was making a choice that would send him to hell, but he was willing to go for Jim. Did he make the right decision? Is the law ever wrong? Is conscience ever mistaken? Is "let your conscience be your guide" always a good rule to follow?

2. DRAMATIZING MORAL DILEMMAS

Ask students to develop skits that illustrate moral dilemmas. Their dilemmas should include a real conflict for the central character and a number of moral issues raised by the conflict. A good dilemma will cause controversy in the class about what the central character ought to do. After the skits have been presented to the class, have the class decide what action should be taken to resolve the dilemmas. Here are some general moral issues with which students might want to work:

- Shoplifting. (Whether to do it or not, even though it may be the "in" thing. Whether or not to report someone else for shoplifting.)
- Various forms of cheating in school. (Is it ever justified? What about a student who's been ill and can't catch up or the one under terrific parental pressure?)
- Lying. (Are there instances when it's a necessary evil?)
- Consumer dilemmas. (Selling a car with bad brakes. Turning back the odometer before a trade-in.)
- Illegal drug usage or use of harmful legal ones. (What are an individual's responsibilities?)

3. MORAL DILEMMAS IN CURRENT EVENTS AND IN HISTORY

Since current events fast become history, a study of morality in these two areas will help students see relationships in past and present moral conflicts.

Moral Dilemmas in Current Events

- Have students bring to class a recent news story that illustrates a moral dilemma. The conflict could be on the part of an individual or of a country as a whole. For example, a veto of environmental legislation which would protect our earth but limit our energy supply and job market.
- Work with students to make a list of good moral qualities in individuals. For example, honesty, love of fellowman, bravery, truthfulness, belief in justice for all. When the list is complete ask students to bring in news stories that illustrate these moral qualities (or their absence) as they are exhibited by public figures (local, national, or international). They may find stories of an official's taking an unpopular position for the sake of justice, or on the other hand, of bribery among those in power. Remind students to evaluate carefully a news writer's intent and possible bias.

Moral Dilemmas in History

Have students choose a historical dilemma to investigate. They will probably be particularly interested in examining the periods of history they are presently studying. Remind students that research is necessary for understanding historical dilemmas—they should make use of the library's resources.

Some possible dilemmas are:

Political assassination of Julius Caesar.

Queen Elizabeth I of England having Mary Stuart beheaded.

The responsibility of a nuclear physicist in determining how his or her discoveries might be used.

The French who collaborated with the Germans during World War II.

Martin Luther posting his 95 theses in defiance of the Pope.

Violence versus non-violence in civil disobedience.

The martyrdom of Joan d'Arc.

Biblical dilemmas (Moses, Judas, Herod, St. Paul, etc.).

NO TRESPASSING
(PRIVACY)

PROGRAM

Young adolescents need time to sort things out, to adjust to changes, and to daydream. Most arrange a private place and time alone to explore their own "inner space." Occasionally they live in situations where they are inadvertently denied this opportunity, and sometimes parents or friends feel that a young person should not be allowed quiet times alone.

This program and the accompanying activities are designed to stimulate discussion about an individual's need for privacy, and to help young people cope with their feelings when they are denied opportunities for privacy.

Alex lives with his mom, dad, brother, and two sisters in a large apartment building in the city. On this particular Saturday, Alex is fed up with his lack of privacy. His sisters have borrowed one of his games without permission, and his mom is very persistent in wanting to know where he has been all morning. When he seeks asylum, he finds that his older brother is practicing guitar in their shared bedroom. Alex also discovers that his brother has read a treasured card from a girl friend.

In a huff, Alex leaves the apartment and takes refuge in an abandoned building that he and his friends have discovered. Working quickly with the old furniture, he sets up a comfortable private place for himself. Just as Alex begins to rejoice in finally having a place all to himself, his friends arrive outside and begin to mount still another attack on his privacy.

QUESTIONS

1. What do you think happens at the end of the program? How would you feel if you were Alex?
2. Why is this program called "No Trespassing"? What does "trespassing" mean? How do people "trespass" on one another? On things?
3. How did Alex's family trespass on him? What could they have done to reduce the pressures that Alex felt?
4. What could Alex have done to encourage his family to respect his privacy? What would you have done if you had been in Alex's place?
5. Why did Alex lock himself in the bathroom? What kinds of places do you like when you want to be alone? Does a "private place" really have to be a place or can it be a state of mind?
6. Why wasn't Alex's bedroom a "safe" place for his things? What else could Alex have done to keep his things "safe"?
7. Which in your opinion was a more serious invasion of privacy, Alex's sisters using his game without permission or his big brother reading the girl friend's card? Why?
8. What did "privacy" mean to Alex? What is your view of privacy? Do people have different ideas about what should be private?

9. Did Alex's mother have the "right" to ask him questions about where he had been? Can parents or other adults be too concerned about young people? How much privacy should young people have?
10. Do people in a society have a "right" to privacy? What are some of the rights people have? How might society invade people's privacy? How can society help protect everyone's right to privacy?
11. When do people resent other people invading their privacy? When is it acceptable to invade someone's privacy? When do you resent someone invading your privacy? When don't you mind? How do your needs for privacy change?

ACTIVITIES

1. DESIGNING A CLASSROOM

To help students consider the need for personal privacy in group settings, have them design a plan for a classroom that includes one or more "privacy" areas. They might prepare a mock-up of their ideal classroom and, if possible, rearrange their actual classroom to include privacy areas. Old refrigerator cartons, crates, plants, rugs, room dividers, furniture, murals, posters, etc. can be used for decorating. In a departmental setting each class could develop a plan, and then negotiate with one another until a single plan emerges. Each class could be assigned a

different job to carry out—either toward building a mock-up or actually rearranging the classroom.

The class(es) may also prepare a set of rules that all students agree upon to regulate how the private spaces should be used and maintained.

2. TERRITORIAL PRIVACY

Students need to consider their own feelings about privacy, particularly regarding environmental design.

Part A. Have students walk around the classroom and find the space they like best. They should take their time and experiment with several spots until they find one they particularly like. Then they should sit down, relax, and let their minds wander freely.

After a while, each student should join with three other people, and the four should choose a common meeting space that they all find comfortable. Students should talk about their favorite space: what they like or don't like about it, how they feel, what they can do in their space, how they'd feel if someone entered their space uninvited, and what type of person (no names!) they might want to invite to share their space.

Part B. Have students prepare a diagram or a drawing showing how they would design their own private space—a home, a room, an apartment, etc. What kinds of thoughts would they have in their space? What kinds of feelings? How would they share (or not share) this space with others?

Part C. For one day, students should keep a list of people and things that invade their private places, placing a *P* by the ones that please them and an *I* by the ones that irritate them. Then students should write beside the *P* or *I* why they were pleased or irritated. Next to the I's they should write down how they might have changed the situation, how they might keep from being irritated, or how they are going to try to accept the situation. Any student who wishes to might compare his list with that of a friend.

3. INNER SPACE

These exercises help students learn ways to reduce the tension they might feel as a result of lack of privacy.

- Have students think of ways they can utilize the natural privacy of their minds. (Self-reflecting, fantasizing, meditating, listening to music, reading, writing, thinking, and daydreaming.)
- Have students do a tension-reducing exercise. For example, ask students to stretch very hard with their arms above their heads, relax completely, and then close their eyes and put their heads on their desks. If possible, play some quiet, reflective music for them. Then have students talk about what feelings they had, what parts of the music had special meaning for them, etc.
- Ask students to imagine that they are traveling through their own blood streams. What can they see? What places do they like best? What places don't they like?
- Have students explore their own "inner spaces" during the week. Ask them to keep personal diaries, recording their thoughts and feelings during this exercise. They should note whether their feelings change or stay the same over the one-week period.

4. PRIVATE PLACES

To help students develop ideas about how to find and enjoy privacy, have them create scrapbooks to show the kinds of private places they enjoy and the activities they like to pursue in their private places.

5. PERSONALITY AND PRIVACY NEEDS

It is useful for students to realize that people often have differing needs for privacy.

Ask students to keep a personal diary for a week, keeping track of these things:

What I know about myself and will share with others.

What I know about myself and don't want to share with others.

What I don't know or understand about myself.

What others seem to know about me.

After a week, ask students to review their diaries. On the basis of their notes, they should be able to decide whether they have a great or small need for privacy.

6. PERSONAL PRIVACY CHECKLIST

This activity encourages students to analyze their own personal "privacy needs." Hand out a checklist similar to the one below for students to complete and think about. Students may want to review their answers periodically to keep in touch with their changing attitudes.

Personal Privacy Checklist

(Answer *True* or *False*)

..... I have a special time to go for a walk.

..... I take time to reflect.

..... I like to listen to music very much.

..... I often daydream, fantasize, or meditate to help me relax.

..... I have a special place where I can be alone.

..... Noise around the house doesn't bother me.

..... No one bothers me while I am dressing.

..... People accept me as I am.

..... I like to work on my hobbies by myself.

..... When I am alone I like to read.

..... I prefer sports that I can do alone, rather than team sports.

..... I am just as happy when I am alone as I am when I am with my friends.

..... I like to explore my environment by myself and discover new places and things I've never seen.

Check the feelings that you most often experience when you are alone:

..... lonely	..... sad
..... happy	..... relaxed
..... excited	..... miserable
..... envious	..... calm
..... left out	..... jealous
..... tired	..... content
..... depressed	..... angry

Check the things that you agree with:

..... I wish I had more time to be alone.

..... I don't want to be alone so much.

..... I want to spend more time with my friends.

..... I need a place where I can be by myself.

..... My family doesn't leave me alone enough.

..... I am happy with my life just the way it is.

..... Sometimes I just want to get away from people for a while.

..... I wish I could do things with my friends more than I do.

Getting Closer

(Boy-Girl Relationships)

PROGRAM

The occasion is the Autumn Daze Dance at school. Greg, shy and self-conscious, really wants to take Laura to the dance, but can't quite bring himself to ask her. His friend Louie, an outgoing self-styled "lover," doesn't help matters by kidding Greg about his reticence. Greg doesn't realize that Laura and her friend Bonnie—known to Louie as "Ostrich"—are experiencing similar uncertainties.

Throughout the day Greg's anger and frustration build as he imagines his own inferiority. He nearly decides to stay away from the party, but finally gathers his courage and goes. As he starts toward Laura to ask her to dance Louie, not knowing Greg is there, whisks Laura away to the dance floor. Greg is left alone amid the dancers, embarrassed and disappointed.

This program strikes a responsive chord with young people, and stimulates vigorous classroom discussion. The program helps students understand that feelings of anxiety and concern about interacting with persons of the other sex are universal and normal. It will also lead them to consider ways of coping successfully with these feelings.

The suggested activities focus on interpersonal communication and a consideration of ways to handle anticipated acceptance or rejection by others.

QUESTIONS

1. How did Greg feel at the end of the program? If you could, how would you change the ending of "Getting Closer"? Why?
2. How do you think the feelings of Greg, Laura, Louie, and Bonnie will change in the next six months? How will their feelings change in the next two years?
3. How do Greg, Laura, Louie, and Bonnie feel about themselves? Have you ever felt like any or all of them? When and why?
4. Describe the relationships between Greg, Louie, Laura, and Bonnie. When Greg, Louie, Laura, and Bonnie are eighteen-years-old, what do you think they will remember about the dance? What do you think their feelings will be?
5. Why do you think Louie called Bonnie "Ostrich"? How do you think Bonnie felt about Louie's nickname for her? When are nicknames all right? When are they wrong?
6. Compare the way Greg, Laura, Louie, and Bonnie talk to each other. What do you know about their feelings for each other from their conversations? How do you talk with your friends of the same sex? Is it easier or harder to talk with someone of the same sex than of the other sex? Why? If you know the person well? If you don't know the person well?
7. How do Greg's fantasies help you understand him? What kind of fantasies do you think Laura, Louie, and Bonnie might have had? How can you use your own fantasies to help understand yourself?
8. How did each of the youngsters get ready for the dance? What kinds of things were they concerned about?
9. What do you think would have happened if Laura had called Greg about the dance instead of asking Bonnie to call Louie? How would you have felt if you were Laura? Greg?
10. How can you tell if a person likes or doesn't like you? Can you make a mistake in judging someone's feelings? How would you feel if you did?

ACTIVITIES

1. SHOULD YOU?

The purpose of this activity is to have students compare their own views about dating with a class consensus on the same topics. Give each student two copies of the "Should You?" questionnaire. One copy is for students to save for their own use. One copy is for them to hand in anonymously. Have students complete both questionnaires, and compile a class profile from the questionnaires that were handed in. Discuss the results, and then ask students to privately compare their own questionnaires with the class profile. Finally, give students a third copy of the "Should You?" questionnaire. Ask them to fill it out again, comparing their original answers with their answers on the third questionnaire. Did their answers change? Why?

Should You?

(Circle one answer for each question)

1. Should you date? Yes, No, Don't know
2. Should there be a certain age to begin dating? Yes, No, Don't know
3. Should parents have a say about whether their teenaged children date or not? Yes, No, Don't know
4. Would you be upset if you wanted to date but were not allowed to? Yes, No, Don't know
5. Should you be upset if you want to date but don't get asked? Yes, No, Don't know
6. Should a girl ask a boy for a date? Yes, No, Don't know
7. Should boys and girls do things together in groups rather than date? Yes, No, Don't know
8. Should a girl ask a boy to do something with her (not a date)? Yes, No, Don't know
9. Should you compete with others for someone's attention? Yes, No, Don't know
10. Should a parent or another adult be present when boys and girls get together at someone's house? Yes, No, Don't know
11. Should a parent or another adult be present when boys and girls get together for a public dance or party? Yes, No, Don't Know

2. IMPROVING COMMUNICATION

This activity examines four specific ways to improve communication:

Repeating a statement verbatum;

Paraphrasing a statement in one's own words;

Interpreting a statement by expressing what you think someone means;

Expressing feelings about a statement and waiting for the speaker's reply.

First, discuss these ideas and demonstrate their meaning. Students might be given a handout with the terms and one or two examples.

Divide the class into groups of two or three. (If you divide into groups of three, the third person should serve as an observer while the other two students practice this exercise.)

Deal with each of the questions below one at a time. Read the question to the students. Then one student in each group should answer the question while the other listens. Then the second student should repeat the answer, paraphrase the answer, interpret the answer, and express his or her feelings about the answer. The first student (and the observer) then discuss how well the second student did each of these things. Students should then change roles and repeat the exercises using the same questions.

Questions:

- Why can a person seem confident and really not be?
- What do you think makes a person appealing?
- How can a person improve himself or herself?
- Should people worry about being popular or being unpopular?

3. COMMUNICATING UNSPOKEN FEELINGS

To help students understand how people communicate feelings to each other, divide the class into two circles, one inside the other. Members of the inner circle are seated. Each outer circle member should stand behind a seated, inner circle member. The outer circle members are to try to interpret what they think are the unspoken feelings of the people in front of them. When each believes the person on the inner circle is feeling something but not expressing it, he or she speaks up with what has been left unspoken.

Begin the exercise by discussing a controversial subject, such as:

I do not believe people should date outside of their social, economic, or racial group.

I feel the rules at school should be changed because they do not make any sense to me.

Girls should have a sports program at school equal to the one boys have.

After 5-10 minutes, stop the discussion and regroup into a single circle. Discuss the interpretations of the outer members. Discuss whether the people in the inner circle were really communicating. Switch the groups to allow everyone to have the interpreting experience.

4. DEALING WITH ANTICIPATED ACCEPTANCE AND REJECTION

To help students understand the effects of anticipated rejection and acceptance, have them perform humorous skits demonstrating how these feelings affect behavior. Students might wish to act out scenes from the program: Greg's or Bonnie's feelings of anticipated rejection, or Louie's self-confidence because of his anticipated acceptance. Other possible situations that could be examined from both an "anticipated acceptance" or "anticipated rejection" point of view are:

- Trying out for the cheerleader/football squad.
- Making a speech in front of the class.
- Auditioning for a school play or for a music group.
- Interviewing for a job.
- Attending the first meeting of a new organization (school, church, etc.) where you don't know anyone.

5. COPING WITH REJECTION

Have students generate a list of the ways people cope with rejection. Ask students to keep a log of situations of rejection they observe at school. Students should note the situation and how the people involved cope in these situations. At the end of the week compare the rejection situations and discuss how people coped. (For example, withdrawing, being depressed, accepting, fighting back, conforming, doing nothing, wishing, hating, and being angry.) Which coping response is most frequently used? Might other responses be more helpful? It might be helpful to ask an expert (school psychologist, psychiatrist, etc.) to comment on what the class observed.

6. LOOKING FOR THE GOOD

It is important for students to learn to give and accept positive comments, and to build a positive self-concept. *The following exercise is not a popularity contest or reward for academic success. Everyone should experience success and gain recognition.*

Put butcher paper on the wall. Whenever the teacher or any student sees something good happening or experiences a good feeling about any classmate (including one's self), he or she should write a positive statement on the paper. For example, "Johnny smiled at me," "Susan looks nice today," "My teacher called on me today," "I felt good about myself today." To encourage everyone to participate, suggest to the class that if everyone can find something good about everybody else in the class, the whole class will get a reward (bags of peanuts, free hamburgers, etc.).

7. HOW TO START AND KEEP A CONVERSTAION GOING

Students often have difficulty when they are involved in casual conversation because they don't know what to say, or are concerned about saying something stupid. This activity attempts to help students feel more comfortable when they are talking with others.

A. Ask each student to choose a partner he doesn't know very well. Each pair should discuss unimportant topics only—how many pencils they have, what they had for breakfast, etc. Next, each student should introduce his partner to the class, repeating what he was told, and checking with the partner for accuracy.

Then have students consider these questions:

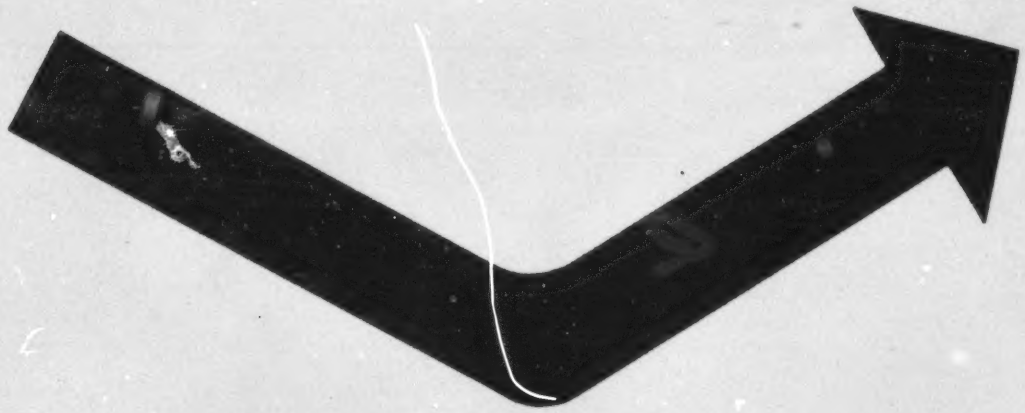
How did they feel during the "small talk"?

Did they learn anything important about the person they were talking to?

Do they feel they know that person better?

When might it be useful to engage in small talk?

B. As a follow-up, students might be given the task of interviewing people on the street corner. Have them describe their interviewing technique. Consider if it's easier to talk to somene of their own age or sex than it is to talk to someone older or of the other sex. How might they overcome any difficulties they encountered?



(Failure and Disappointment)

PROGRAM

Terri wants to be a cheerleader very much. She has practiced hard and, although she's nervous, she feels ready for the tryouts. Even so, desire, practice, and enthusiasm are not enough. She is not among the ten boys and girls chosen by the faculty committee as the cheerleading team for next year.

At first Terri is numbed by her failure. But soon she goes out to play tennis, almost denying the existence of her defeat. Later in the day, she begins to accept reality, and is overwhelmed by sadness. A heart-to-heart talk with her dad that evening is the turning point in her recovery, and the bitter humor and long discussions with her friends are part of the healing process. Finally, as the summer progresses, Terri begins to prepare herself to risk failure once again.

Terri has reached for too much and has failed. However, through experiencing the cycle of failure and recovery she has found increased maturity—an achievement greater, perhaps, than becoming a cheerleader.

Many times adolescent enthusiasm coupled with clumsiness and a lack of experience leads young teenagers into minor failures. This program provides a model of a young woman coping with failure in a reasonable way. Reinforced by the learning activities, the lesson should help students become aware of the failure cycle, and learn skills for dealing with their own setbacks.

QUESTIONS

1. "What's there to lose?" Does Terri have anything to lose? Why? How did Terri cope with failure and disappointment?
2. Sometimes when you achieve something it becomes unimportant. Some times when you fail at something it becomes less important than you thought. Sometimes when you think something is really important it becomes less important as time goes by.

   Can you think of an experience that illustrates each of these points? Explain. What were your feelings and how did you handle the situation?
3. "Sometimes you want something very much. You don't know why, it just means a lot to you." Why did becoming a cheerleader mean a lot to Terri? How did she feel when she was not chosen? How did she react? How would you have felt and reacted?
4. How did Annette and Terri support each other when they lost? Do you think their reactions were helpful ways of coping? Why? Do you think the boys who played tennis with them helped? Why?
5. How did you feel Terri's father dealt with her behavior at home? Dad said, "Linda, I'm going to do something now that a parent should never do. I'm going to tell you to make the salad." Why did he feel parents should not do this?
6. Terri's father said: "In your life you're going to succeed at some things and fail at others. Just try to always do your best." What do you think of his advice? Was Terri's father proud of her?
7. What worried Terri most about losing? What do you dread the most when you lose at something? What do you feel good about?

ACTIVITIES

1. EXPLORING WAYS TO COPE

Ask the class to generate a list of "situations" that cause teenagers to experience feelings of failure and disappointment.

Next divide the class into teams, appointing one team to act as judges. Each team should study the ways that teenagers would most likely cope with failure and disappointment during a particular historical era. (The teams might be called the "1770 Copers," "1870 Copers," "1970 Copers.") Each team competes by presenting a skit portraying, as accurately as possible, successful coping skills from their particular era. (Criteria for judging the performances should be established by the judges in consultation with each team. Since methods of coping change over the years, the criteria for a good performance may be different for each team.)

Judges should then select several failure and disappointment situations for all the teams to deal with. Each team should prepare a skit for each issue to show how teenagers who lived during the team's chosen historical era might handle the situation. (For example, getting poor grades in spite of studying hard.) After all the skits have been presented, the judges should select the team that "coped the best" given that team's criteria for successful coping.

After the activity, discuss as a class: how teenagers during different historical eras coped with failure and disappointment, what type of coping pattern students find personally satisfying, and coping behaviors that might be

useful for dealing with failure and disappointment in their own lives.

2. HOW OTHERS COPE WITH FAILURE

Students should think about people they know, or would like to study, who have experienced failure and disappointment in the course of pursuing a goal. Students might want to consider people in sports, the arts, politics, business, religion, science, education, etc.

Have students consider:

- Whether the people were able to reach their goals in the end.
- How they coped with their failures and disappointments.
- How they may have altered the way in which they were seeking their goals.

Finally, plan a special "sharing day" when each student "becomes" the character he or she studied. Students can present their findings in the form of a play, puppet show, charades, audio-visual presentation, etc.

3. "RISKY" PROFESSIONS

Students should identify professions—baseball, hockey, horse-racing, politics, the military, rock & roll, stock investing—where success and failure are a part of everyday life. Have students write letters to people in such fields asking them how they cope with success and failure. What patterns emerge? What are the pressures in such professions?

Have students identify jobs where failure *must* be avoided (knife-thrower at a circus, air traffic controller, a surgeon, person in charge of nuclear weapons, skydiver, etc.). Have students write to or interview people in such jobs. Students might also study statistics on occupational stress and its effects on people in these fields. Discuss: What problems do people have in such situations? How do they cope? Do some people cope more successfully than others?

4. MOVING TOWARD SUCCESS

Prepare a large wall chart with a place for each student to write these items for two consecutive weeks:

My goal for the week and the risks involved.

My successes (related to goal).

My failures (related to goal).

My feelings about the goal and the related pressures.

Directions:

For the sake of privacy, assign each student a number for identification rather than using names.

On Monday of each week students should set their goals for the week.

During the week students up-date the chart whenever something pertinent happens.

Every Friday spend 45 to 50 minutes discussing student activities, successes, failures, feelings, etc. At these meetings, students should help each other accurately access failures and successes and perhaps suggest ways to cope with failure realistically. The tone of these discussions should be supportive and relaxed. Students should try to be open about their feelings, and make positive suggestions to others.

Sample Chart

Week 1	Student 1	Student 2	Student 3
Goal:	Cheerleader-might fail		
Successes:	Learned 2 cheers		
Failures:	Didn't practice Tues.		
Feelings:	Felt good		
Week 2 Goal: Successes: Failures: Feelings:			

5. IDENTIFYING GOALS

Have students complete an activity sheet where they:

1. Identify the goals they want to achieve.
2. Decide how badly they want to achieve those goals, compared to the other things that are happening in their lives.
3. Identify the feelings they would have if they reached the goal. If they failed?
4. List personal feelings and attitudes that can help them as they work toward their goals. (I'm improving, I'm getting better, I'm practicing.)
5. List feelings and attitudes that might be obstacles. (I can't, I won't, I'm afraid, I don't want to.)
6. List "external" things that might block achievement. (Lack of time, no equipment, lack of money, resistance from others, bad luck, poor skills, inappropriate goal.)
7. List sources of help that might be available. (Private lessons, parents, expert advice from a professional, friends, etc.)

This activity sheet could be set up as a "balance sheet" of assets and liabilities. Discuss with students: How can the liabilities be changed into assets?

Sample Work Sheet

Goal: *To be a cheerleader.*

	Assets	Liabilities
How badly do I want to achieve this goal?	Very Much	
How would I feel if I achieved the goal?		Worried that I wouldn't do well at the football games.
Feelings that help	I'm getting better	
Feelings that are obstacles		I'm afraid to try
"External" things that might get in the way		No time to practice; must do homework first.
Sources of help	Older sister was a cheerleader	
Totals:	3	3

PRESSURE MAKES PERFECT (PRESSURE TO ACHIEVE)

PROGRAM

Nan is quite a talented musician. With a lot of practice and the desire to achieve, she could become an outstanding pianist. Nan's parents want her to succeed very much, and have provided her with a good piano and excellent instruction. But in their wish to help their daughter they unwittingly increase the pressure that Nan feels. As she tries to prepare a difficult piece for her recital, her parents' own hopes blind them to Nan's feelings of pressure, and they respond by demanding more of her.

Nan deals with the tension by rebelling. At the recital she plays a short, simple piece instead of the more difficult one, bangs her fists on the keyboard, and shouts defiantly to the stunned audience, "And that is my recital!" With that, to the consternation of her parents and her music teacher, she stalks off the platform.

Young people often feel pressures to achieve. External pressures to achieve might come from well-meaning parents, teachers, and friends, or more generally, from an awareness of the value society places on achievement. In addition, the desire to excel may cause the young person to feel pressures generated internally. Many times it is good to accept such pressure and use it as a positive force to support achievement. At other times, the individual might find it best to resist the pressure and confront the source of that pressure.

The activities accompanying this program are designed to help adolescents recognize pressures to achieve, explore the effects of pressure, and learn ways to cope with it. The life-coping skills highlighted in the activities are fantasizing and confronting.

QUESTIONS

NOTE: For variety and a more relaxed atmosphere, students might enjoy discussing these questions in small groups (three or four people), allowing all the students a chance to express their opinions.

1. How did Nan feel? How did you feel while you were watching the program?
2. What were the pressures that Nan felt? How did she deal with those pressures? Was the way Nan dealt with her pressures justifiable? Why?
3. What were the motives of those people who were causing Nan to feel pressured? How do you feel about their motives?
4. Why do some people cause you to feel pressured? What do you think their reasons are? How do you cope with those pressures?
5. Was Nan self-motivated? Why? How can you develop self-motivation?
6. Have you ever been pressured to achieve? How? Why? By whom? What did it feel like? How did you handle the situation? How would you handle such a situation now?

ACTIVITIES

1. HANDLING PRESSURE

This activity is designed to stimulate student thinking about ways to cope with pressure. Before distributing the worksheet below, have a class discussion about such coping mechanisms as conforming, changing, and confronting. Then, distribute the worksheet for students to fill

out privately. After the students have completed the worksheet for their own benefit, have a general class discussion about the statements, particularly about those situations that might require conforming, changing, or confronting. If change is desirable, how should that change be handled?

Worksheet

	I Agree	I Disagree
1. Nan needed to have more fun.	.....	.....
2. I need to have more fun.	.....	.....
3. Nan should have practiced more.	.....	.....
4. I need to improve my talent.	.....	.....
5. I have to sacrifice many things that are fun to improve my talent.	.....	.....
6. Parents should sacrifice money and time for their children.	.....	.....
7. Parents have a right to ask children to do things they don't want to do.	.....	.....
8. I have more talent than most people.	.....	.....
9. Nan's parents were justified when they asked her, "Do you want to make fools out of us?"	.....	.....
10. I have often felt as Nan did when she thought she was "a nobody."	.....	.....
11. Everything I do has to be perfect.	.....	.....
12. Practice isn't important if you are talented.	.....	.....

2. PRACTICE FANTASIZING

- Reenact the scene where Nan stabs the knife into the cutting board and fantasizes that she smashes the piano. Discuss as a class why she wants to smash the piano. Ask students to fantasize privately about what they would have done in the same situation.
- Reenact the scene where Nan is practicing and fantasizes that a cockroach is scurrying around the keyboard chortling in Mr. Avakian's voice, "It's time! It's time!" Nan smashes the keys to kill the cockroach. Discuss as a class why she thinks Mr. Avakian is a cockroach. Ask students to fantasize about what they would have done in the same situation.
- Reenact the scene where Nan is sleeping and has a nightmare. Discuss as a class whether or not Nan felt that her mother thought of Nan as an "extension" of herself. Discuss whether or not Nan would lose her identity if she yielded. Ask students to fantasize about what they would have done in the same situation.

Ask each student to think of a time when he or she felt pressured. (Pressure to achieve in sports and academics, pressure to be "sensible" and "grown up," pressure to be "normal" or to be "different," pressure to be like the rest of the family, etc.)

Have students fantasize about the experience, first making themselves successes, and then failures. Discuss why fantasizing can be both helpful and harmful.

3. SENSORY AWARENESS

Ask students to relax in a comfortable position. Have them close their eyes and lead them through several short fantasies. Use sensory words and phrases that will allow students to be imaginative. (Use examples that will meet the needs, interests, and abilities of the class. For example, ask them to pretend they are tires with slow leaks and they are gradually becoming flat.) Next, set a scene for a fantasy and ask students to develop a fantasy as a group, then ask each student to think of a personal fantasy.

If students would like, they might share their experiences. Questions should be about sensory awareness. Do not ask for any justification for a fantasy.

4. PRACTICE CONFRONTING

A face to face meeting of a student with an adult or another student who has a different point of view can demonstrate confronting techniques. You may want to give examples of a confrontation situation. For more complete understanding, this activity should be done several times.

Ask students to think of a situation when they had a different point of view than their friend (or an adult). Ask them to write the details. Ask students to make a critical appraisal of this confrontation by using the following method.

Identify the feelings, behavior, and needs of each person involved.

Describe the behavior of each person involved.

Describe the effect of pressure on each person involved.

When students have finished, discuss as a group their findings. Then ask: Do people behave consistently? How do you react, and how can you learn to live with your behavior? Do you agree that society should set ground rules for confrontations? Why? When is confrontation useful?

5. DREAM FAIR

The images, thoughts, and emotions that occur when we dream are often clues that can help us understand why we feel and behave as we do when awake. Students might wish to have a "Dream Fair," exploring the many aspects of dreaming. Students should work in small groups, each group concentrating on a topic similar to those below. Depending on the time available, students might prepare a bulletin board for the classroom or hallway, or have an actual "Dream Fair," with games and displays about dreaming, inviting the entire school to participate. Some possible topics are:

Reports of current research on dreams, including their causes, types, and importance.

Readings of poems, plays, books, or short stories based on dreams.

Performing songs and instrumental music based on dreams.

Displays of paintings and sculpture based on dreams, either original student work or print reproductions.

Reports on what the unconscious "dream" mind can tell us about the conscious mind.

Reports on parapsychological events in dreams—clairvoyance, precognition, etc.

Original student stories and poems based on their own dreams.

6. SLIDE PRESENTATION

Students interested in photography might wish to make a slide presentation of the things that cause a person to feel pressures to achieve:

1. Write a story or script (not too long).
2. Take slides of drawings, photographs, or magazine pictures that illustrate the story or script.
3. Record dialogue to go with the slides.
4. Present the slide show to friends, family, or to the entire class.

Two Sons
(Family Communications)

PROGRAM

"Try to understand . . . please?"

"Greg, I really understand how you feel!"

With this heartfelt plea and a father's change from anger and bitterness to an expression of empathy for his son, a tension filled automobile ride ends.

Viewers have accompanied Jim Senior, Jim Junior, and Joyce, the mother, as they return Greg—"Bumm y"—home from the county jail where he had been held by the sheriff for entering a deserted house. The atmosphere in the car is charged with emotion as the family tries to handle this crisis situation, painfully aware of their inadequate relationships.

Through flashbacks and the family's conversation, it becomes clear that inadvertently Jim Junior has been molded into the "good boy," while Greg has been tagged the family scapegoat. This unrecognized "casting" has brought these well-intentioned people to their present difficulty.

As the program ends, Jim Senior's attitude seems to have changed. Perhaps there is a chance that the family members have recognized the problem and are ready to begin dealing with it—and each other.

The casting of a child as "good" or "bad" occurs in many families (and in other groups) unconsciously, and without malicious intent. The roles of "good" and "bad" have their rewards and their disadvantages. The purpose of this lesson is to demonstrate that this is a common occurrence and to help young people recognize and deal with their own situations.

NOTE TO TEACHERS: Because of the "flashback" nature of this program, it might be helpful to discuss with students the following chronological sequence of events in the basic plot.

1. Greg gives an older person money to buy liquor.
2. Greg, Jim Junior, and their friends drink in an alley.
3. Jim Junior tells parents that Greg was the one who got the liquor for them.
4. Greg runs away from home.
5. Greg hitchhikes.
6. Greg breaks into abandoned house.
7. Greg is picked up by sheriff.
8. Parents come to jail to take Greg home.
9. Greg, Jim Junior, and parents drive home from the jail.

QUESTIONS

1. Greg's father said, "Greg, I really understand how you feel." Why might his father say this? Do you think he was ever like Greg? Do you think his father was sincere? Why? Do you think Greg believed his father? Why? Did you believe him? Why? What were your feelings?
2. If you could rewrite the ending, what would you change?
3. Why did Greg run away? How would you have handled the situation?
4. What do you think happens to Greg? To Jim Junior? To both of the boys ten years later? (Students may wish to write stories about what the boys would be like in ten years.)
5. What do you think happens between Greg and Jim Junior? Between Greg and his father? Between Greg and his mother?
6. How did members of the family talk to each other? Did they really listen to each other, and understand what was being said? Explain.
7. How did the family members show their feelings about each other in words? In actions? Did these change during the program? How?
8. How did Greg try to "reach" his parents and get them to understand his needs? How did Greg's parents try to communicate with Greg? How could Greg's family improve their communication with each other?
9. How would you describe Greg's mother? His father? His brother? What kind of people were they?
10. What was the nature of the discussion between Greg and his mother at the hamburger stand? How were these things said? Verbally, non-verbally, or both?
11. How would you describe the tone of this program? How did the setting of the program (inside a car) influence your feelings about the situation? About the characters in the program?
12. Was Greg pressured into rebellion? How can a person be pressured into being good or bad (both directly and indirectly)?
13. If you were Greg, what would you do to improve your situation? What choices would you have?

ACTIVITIES

1. UNDERSTANDING FEELINGS IN "TWO SONS"

Discuss the program in general. Give each student a chart similar to the one below to complete individually. Students then work in small groups to produce a composite chart. Finally, groups share their charts, and produce a class chart.

Situations	Feelings of Person(s) Involved			
	Greg	Mother	Father	Brother
Greg's arrest at abandoned house				
Greg in jail				
Family at sheriff's office				
Greg and mother at carry-out stand				
Riding home in car				
Broken tailpipe				
Brother's drinking in alley				
Jim Junior blaming Greg for buying the liquor				
Mother fixing dress for daughter				

Discuss the class chart. How were feelings similar or different for the people in each situation? Overall?

Have students individually repeat the exercise, imagining that *their* parents, brother(s), and sister(s) were involved instead of Greg's. How would they act and feel in these situations? Students may voluntarily share their thoughts or may prefer to do this as a private activity.

Invite parents to see the program, discuss it, and complete the two charts. Students should then sit down with their parents, compare charts, and discuss the similarities and differences.

2. I THINK . . .

Give each person a questionnaire similar to the one below. Randomly assign one-quarter of the class to rank the father, one-quarter to rank the mother, one-quarter to rank Greg, and one-quarter to rank Jim Junior.

Tabulate class responses for each character and generate a class profile.

Discuss how the class ranked each person and why.

I think _____ is:
(name of person)

(Check appropriate column)

	1	2	3	4	5	
good	: ___	: ___	: ___	: ___	: ___	: bad
weak	: ___	: ___	: ___	: ___	: ___	: strong
hating	: ___	: ___	: ___	: ___	: ___	: loving
tense	: ___	: ___	: ___	: ___	: ___	: relaxed
honest	: ___	: ___	: ___	: ___	: ___	: dishonest
selfish	: ___	: ___	: ___	: ___	: ___	: generous
neglected	: ___	: ___	: ___	: ___	: ___	: cared for
patient	: ___	: ___	: ___	: ___	: ___	: impatient
right	: ___	: ___	: ___	: ___	: ___	: wrong
cruel	: ___	: ___	: ___	: ___	: ___	: kind
giving	: ___	: ___	: ___	: ___	: ___	: taking
open	: ___	: ___	: ___	: ___	: ___	: closed

3. EFFECTIVE FAMILY COMMUNICATION

Have students prepare a television commercial or magazine ad that illustrates effective family communication, and that tries to encourage people to enroll in a course for effective family communication. What would the course teach? How would it teach these things? Students might look at work on parenting by Haim Ginott, Richard A. Gardner, and others.

4. LABELING PEOPLE

Divide the class into three groups. Each group performs one of the three following tasks. Then all three groups share what they have done. The class should discuss why they answered as they did. What kind of information were they using? How adequate was it? What stereotypes did they use in the exercises? Is this type of thinking satisfactory? What are the advantages and disadvantages of labeling people?

Task 1. Each student should write words or phrases on a worksheet that describe their personal images of people in a variety of roles. Then students compare their sheets, considering similarities and differences.

Sample Worksheet

I think . . .	**I think . . .**
pilots are _____	bankers are _____
police are _____	nurses are _____
mothers are _____	secretaries are _____
criminals are _____	fathers are _____
plumbers are _____	priests are _____
Miss Universe is _____	

Task 2. Students are asked to look at a group of six pictures of people's faces (collected by the teacher). Students are to characterize and develop a biography for each person based upon what they think that person is like from the photograph.

If possible, actual biographical information should be available for each person pictured so, after the exercise, students can compare the character sketches they produced with the person's actual biography. How accurate were the student impressions? How much information is needed about someone to tell what kind of person he or she really is?

Task 3. For each label below, students should write a description of a person who might fit the label.

Cheater	**Teacher's pet**
Conformist	**Tattletale**
Delinquent	**Bully**
Egghead	**Sissy**
Stupid	**No good**

5. COMMUNICATION

How do you communicate with members of your family? Ask students to discuss what they consider "loving" and "unloving" family conversations. A list should be made and saved for later reference.

Have students tape record or write about (for private use) three actual conversations during meal times. Students should discuss this activity with their families and ask permission of all family members before doing it. In planning for this activity, the class should develop a worksheet listing the things to pay attention to during the conversations (tone, who talks most, variety of topics, concern given different opinions, who interrupts).

After students have completed their tasks, ask them to compare their original ideas of "loving" and "unloving" conversations with the reality of their own family discussions. They might also draw pictures of the family at dinner, using colors, size of figures, arrows, etc., to illustrate the family communication process they observed.

6. SIBLING RIVALRY

Brothers and sisters sometimes feel they are not heard, or that they are misunderstood. Ask students to keep a private daily log of conflicts and moments of happiness with their brother(s) or sister(s) over a period of a week. At the end of the week, students should analyze privately what happened, thinking about what they could have changed to improve an unhappy situation, or maintain a happy situation. Students might want to include pictures or poems that express their feelings.

7. ROLE-PLAYING

Take one of the situations from the program mentioned in Activity 1 and perform *repeated* role-plays of that situation using different performers each time. Each set of performers should show how they would deal with that situation. After a number of alternatives have been presented, the class should discuss which alternatives they prefer.

THE CLIQUE
(CLIQUES)

PROGRAM

Cliques are an important part of the life of most young teenagers. Sometimes young people are part of a group. Other times, they are excluded. Often they feel that to be "in" is good and to be "out" is bad. It is true that being part of a group provides security. It is also true that being out of a group may give more opportunities for freedom and individuality. On the other hand, there are drawbacks to being both in a group and being independent.

This program and the learning activities that accompany it help students become aware of the need for group membership as well as the need for individuality.

Having just moved to Santa Fe from Chicago, Janet is pleased to have found a friend like Tina. They seem perfect for each other. They like to do the same things, and have fun as a twosome whether swimming, listening to music, or window-shopping downtown. Perhaps best of all, each allows the other the freedom to go her own way.

By accident Janet meets Marie, the leader of a group of youngsters that seem to really have fun. Janet is accepted by the group and is pleased. For a while she is swept along by the camaraderie, the activities, and the excitement. Soon though, she finds that the group requires her to give up some of her independence. They also ask that she give up her friendship with Tina. Further, she is told to do some things that she doesn't believe in. When she protests, Marie, as leader, feels she must bring Janet into line. What Janet does, and Marie's response are left for classroom discussion.

QUESTIONS

1. Why did Mother tell Janet that she hoped Janet would find lots of new friends?
2. Why did Janet spend time by herself? What did she do? How did she feel? Can a person spend too much time alone?
3. What did Janet write about in her diary? What feelings did she express? Was it easier for her to write her thoughts than to say them directly to someone? Why?
4. What kind of friend was Tina to Janet? Marie to Janet? Janet to Tina? Janet to Marie? What are the advantages or disadvantages of having a friend like Tina? Marie? Janet?
5. How did Janet get accepted into Marie's group? Why would she want to be a part of Marie's group? What happened to Janet and Tina's friendship?
6. What happened to Janet when the group wanted to do things she didn't feel comfortable doing? How did she feel? What would you have done? How did Marie's group react to Janet's reluctance?
7. Would you have chosen Marie or Tina as your friend? Explain. Who do you think your parents would have chosen for you? If your choice was different from your parents', how would you handle the situation?

ACTIVITIES

1. LETTER OF ADMISSION

Have students identify a group, club, or society that they would like to belong to. Have them prepare letters, speeches, or poems that they could submit to the group, explaining why they would like to join.

2. SILHOUETTES

Students should work in pairs to help each trace profile silhouettes.

Procedure:

First, one student stands with head in profile in front of construction paper. The other student shines a light so that the first student's profile causes a shadow on the construction paper, and then traces the silhouette on the paper. Then switch, and first student traces silhouette of second student. Cut out silhouettes. On one side of their paper silhouettes students should list the feelings they experience when they are part of a group. On the reverse side of the silhouette students should write down their feelings when they are excluded from a group that they would like to belong to.

Consider:

When do you have more positive feelings?

When do you have negative feelings?

How would your feelings change if the group were one that you did <u>not</u> want to belong to?

3. LIVING BEHIND MASKS

The roles that a person plays often influence one's concept of self, but those roles are distinct from one's actual identity. To demonstrate this idea, have each student make several fan masks using paper plates mounted on sticks. Each mask should represent one aspect of the student's personality as that trait appears in different group settings. Ask students to write skits showing a person seeking to become a member of a group (a clique, a club, a team). Students act out the skits using their masks, changing the way they act in a group by changing the masks covering their faces.

After the skits consider:

How did wearing one mask compared to another influence how you acted or felt?

How did you feel when you took the mask off?

Do people wear invisible masks? Why?

How are a person's personality traits influenced by a group? Do these personality traits change as we move from being part of one group to another group?

4. MASKED HEROES

A. Have the class study famous masked heroes such as: the Count of Monte Cristo, the Lone Ranger, Superman, Wonder Woman, Spider-Man, Rainbow Man, Batman, Robin Hood, Zorro.

Discuss:

- What are these people like when they are behind their masks?
- Why do they wear masks and costumes?
- What qualities do they have when they are not wearing their masks?
- What problems do they face as masked heroes?

B. Have class develop a list of questions that they would ask masked heroes. For example, "Who are you?" "How would you describe yourself?" "What groups do you belong to?" "Do you get tired of being who you are?" "How would you feel if you weren't invited to the Heroes Olympics?" "What kinds of groups would you want to join?" "Is it lonely to be a hero?" "Do you ever get confused about who you really are?"

C. Have the students form pairs, one pair for each superhero. One person in the pair is the masked hero. The other person is the hero's "day-to-day" personality. Have them stand back to back and lock arms. Only one person may talk at a time. Select three pairs of heroes at a time, and have a panel of students ask questions of the masked and unmasked heroes. After five minutes, the interview ends and another group of students repeats the activity.

After the activity, students should compare their own problems to those of the imagined superheroes.

D. Arrange for someone to spend a day in your classroom *completely covered* and *anonymous*. The individual might use a sheet, potato sack, or mask and costume to hide his or her real identity. After the person has been in the classroom for a while, discuss with students:

How does that person's presence make you feel?

How do you think the anonymous person feels?

What do your reactions tell you about using masks to conceal identity?

5. GROUPS VS. THE INDIVIDUAL

What demands should groups make on an individual? The class might study different types of groups (military, business organizations, clubs, schools) and how individuals relate to those organizations, particularly those people who do not seem to fit in.

Consider:

- When do groups demand too much?
- When do they demand too little?
- How much tension is necessary between individual members of a group and the group as a whole?
- Is that tension healthy for individuals?

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6. BREAKING THE CIRCLE

Divide the class into groups of seven or eight. Each group stands in a tight circle and locks arms. One person from the group remains outside the circle and tries to break into the circle in a reasonable way (persuasion, trickery, physical force). The group tries to keep that person out. When the outsider succeeds, he or she becomes a part of the circle and someone else is excluded.

Discuss as a class:

- How did you feel trying to break in? Did you ever feel desperate? Why?
- How did you feel when you were trying to keep someone out of the circle?
- How did it feel to fail? To succeed?
- Compare your techniques for breaking in with the techniques of others.
- Compare physical exclusion to "psychological" exclusion.

7. TO JOIN OR NOT TO JOIN

Sometimes it is difficult to decide whether or not to join a group. One way to help you decide is to consider the benefits and the drawbacks of joining. What factors would be most important to consider? What questions would you ask yourself before deciding?

As a class try answering the following questions. Mark a plus for "yes," and a minus for "no" in the appropriate columns.

	As an Individual	As Part of a Group
Will I have more friends?		
Will I have more freedom?		
Will I have to make sacrifices?		
Will I have more privacy?		
Will I have more security?		
Will I be more popular?		
Will I have more fun?		
Will I have more self-determination?		

What does the chart tell you about group membership vs. individuality? Are all the questions equally significant? Explain. Is it possible to decide about group membership vs. individuality without having a specific example to consider? Is it necessary to be an individual sometimes and a group member at other times? When? Why?

DIFFERENT FOLKS
(SEX ROLE IDENTIFICATION)

PROGRAM

The rapid physical and emotional changes during early adolescence cause confusion about sexual identity. The current societal reappraisal of sex roles and sexual stereotypes provides neither a solid base for building a sexual identity, nor a means of resolving the confusion.

This program and its learning activities are designed to help young adolescents recognize and deal with this ambiguity about appropriate male-female roles.

Wally and Glenda Barnum have worked out their marital relationship in a way that they feel is reasonable and fair. Glenda is a veterinarian who produces most of her family's income. Wally is an illustrator of children's books who works at home and does the major portion of the housework. The children, Judy and Matt, are assigned to help with ironing, vacuuming, dishwashing, and other similar tasks.

The arrangement has worked smoothly until recently. Matt has begun to feel uneasy as he compares his family to those of his friends. When his friends tease him about his dad's alleged femininity, Matt becomes angry and rebellious. He confronts Wally by saying, "The way you let Mom turn you into a housewife is just . . . not normal." When his dad's response is not satisfactory, Matt rides off on Wally's motorcycle to prove his own (and his dad's) masculinity.

When Wally and Glenda finally find Matt with his friends, all the boys learn that apparent sex roles can be deceiving.

QUESTIONS

1. Is this family "really weird"? Why?
2. What did Matt's friends think about Matt and his family? What did Matt think about each member of his family?
3. How did Wally and Glenda handle Matt's problem? Why do you think Wally said to Matt so the other boys could hear, "Hang on! We gotta get the roast out of the oven by six-thirty!"?
4. Do you think that Matt should have been allowed to go to the beach with his friends instead of having to go straight home to do the housework? Why? Did the situation force Matt to disobey his parents? Explain. Do certain situations cause you to do things you wouldn't necessarily do? When? Why?
5. What were the roles of each member of the family? Should we expect certain roles from males and from females? How did this family work together?
6. Do you think Matt was looking for someone whose life style he could admire and copy? Why? Why did he think that his father should not be doing the housework?
7. Did Matt lose face with his friends at the end? Why or why not?
8. Do you tend to look first at a person as a human being or as a male or female? Why?

ACTIVITIES

1. ROLE CLASSIFICATIONS

A. Put this or a similar list of categories on the board:

scientists	**artists**
explorers	**newscasters**
philosophers	**statesmen**
judges	**novelists**
entrepreneurs	**inventors**

Ask students to write as many names of actual people as they can for each category (3 minutes). Now have them put an "F" beside each woman's name listed. If they did not have a woman in each category, ask them to list one.

Discuss:

- Why did or didn't you think of women's names for each category?
- Are the learning materials available to us (such as textbooks) slanted more towards one sex than another? How can you tell? Give some concrete examples.

- How do schools affect our thinking about roles and achievements of men and women?

Students might select a female and a male from one category and report to the class the contributions that these people have made.

B. Ask students to put an "M" by each job they think of as a male occupation, and an "F" by the ones they would classify as female:

doctor	**coal miner**
nurse	**electrician**
pilot	**elementary school teacher**
typist	**plumber**
soldier	**hair stylist**
prison warden	**telephone operator**
bus driver	**homemaker**

Now, through discussion, determine how the majority of students classified each and why. For example, if most students classified doctor as "M" was it because there are more male doctors or because they feel men are better suited to be doctors than women are? Has the class stereotyped sex roles? Do they think stereotyping should be prevented, and if so how could they personally help prevent it?

2. PANEL ON SEX ROLES

Ask students to choose one of the three following groups for a research report. After the data has been gathered, have each group form a panel and report their findings.

Group 1. Pros and cons of wives and mothers working outside the home.

Consider the time required for: washing and ironing of clothes, grocery shopping, preparing meals and dishwashing, child care, and care of the house. Consider the expenses resulting from the job: taxes and deductions, personal expenses (transportation, clothes, meals), office expenses (contributions, gifts, coffee), family expenses (child care, meals out, cleaning). Consider the salary earned.

Group 2. Effects on marriage of the working wife.

Do marriages suffer when the wife works? Do men have a right to object to a wife's working? Should wives have to work if they don't want to? Stay home if they don't want to? Could husband and wife both work part-time and perform housework part-time? Why isn't this done more often? Are women more capable of rearing children than men are?

Group 3. Occupations that only women and only men should perform.

Make a list and be prepared to explain it. Why can or can't all jobs be performed by either sex? What prejudices or stereotypes have affected your lists? Which decisions are based on physical differences and which on cultural habits?

3. ATTITUDE QUESTIONNAIRE, PAST AND PRESENT

To illustrate how attitudes toward the sexes are changing, and how ambiguous these attitudes are in our society, have students give *two* answers to the following true or false questions. First have them answer as they would today, and second as they think they would have answered had they lived 75 years ago.

- Women are more emotional than men.
- The desire to raise children is natural for women.
- Men should not cry in public.
- Men should support the family.
- Women should stay home and take care of the children.
- It is more important that men go to college than that women go to college.
- Men should not have to do housework.
- Men and women should not compete together in sports events.

Answers will probably show greater agreement about how students think people felt 75 years ago than about how they themselves feel today. Was the problem of finding one's identity easier "in the old days" when girls knew they would be in the home and boys knew they would work outside the home to support a family?

4. TOYS AND GAMES

Ask each student to pretend he or she is a parent with one child. Ask them to bring to class one toy or game they would definitely want their child to have. Have them tell the class the child's sex and why they would want the child to have this item, including what qualities in the child they would want the toy or game to encourage.

Now discuss:

The differences and likenesses of the presentations. Which were traditional? Non-traditional? Are the traditional qualities better or worse than the non-traditional ones?

Do toys and games influence children's behavior?

Would you worry if your son asked for a doll for Christmas? Do toy soldiers count as dolls?

5. COMIC STRIPS

Ambiguity about sex roles in society exists even in the comics. Ask students to bring a comic strip to class and talk about the sex roles it demonstrates. Are the roles traditional? Non-traditional? Liberated? Stereotyped? Distorted, or a true picture of a segment of society? Students might wish to create their own comic strip illustrating how they view sex roles today.

6. BIOLOGICAL DIFFERENCES

Students particularly interested in biology could make a presentation about how biological differences between the male and female influence the roles people assume. (For example, the child-bearing function of the female.)

7. SEX ROLES IN OTHER CULTURES

Have students investigate sex roles in a culture other than their own through anthropological sources such as Margaret Mead's *Coming of Age in Samoa*. Present a common problem or responsibility (such as child care) and have groups role-play how the culture they studied deals (or dealt) with it.

8. LOOK AT THE LANGUAGE

Make a list of English words that include the root *man*, even though the words refer to both sexes. (For example, *human, chairman, workman, ombudsman, postman.)* List other words that have a similar "sexist" bias or emphasis. Should we change the language to accommodate the demands for equality? Why or why not?

9. SEX ROLES IN FAIRY TALES

Ask students to study a variety of fairy tales, concentrating on the roles played by the men and women. Have each student pick one character and play a game of charades, with students trying to guess:

- Whether the character is male or female.
- What was it that made them decide the character's gender.
- Who the character is, and whether the charade was representative of the character's normal sex role.

Then discuss:

- Have fairy tales influenced our thinking about male and female roles? How?
- Should we continue to read fairy tales in today's society? Explain.

What's Wrong With Jonathan? (Everyday Pressures)

PROGRAM

Jonathan has been specially honored for his achievements in Boy Scouts, and his parents are very proud of him. But the happy family mood is shattered when they arrive home. In response to his mother's mild suggestion that he go to his room, Jonathan yells, "Get off my back Mom, just get off my back!" and runs upstairs to his room.

What's wrong with Jonathan? Nothing, really, except that Jonathan has had "one of those days"—an overabundance of the daily pressures that confront every teenager. Among other things, Jonathan had gotten up late, faced a grumpy school bus driver, and been late for class when his locker combination wouldn't work. Some older girls had teased him about his red hair and freckles, and even though he had practiced hard, somebody else had been selected as first-chair baritone player in the school band.

After school, Jonathan's day hadn't been much better. His chores prevented him from going fishing with his buddies, and it had been embarrassing to have to stand up in front of all the people at the Scout meeting. Jonathan had just had a difficult day.

Such pressures as these may be dealt with by several means. Sometimes recognizing a problem through self-reflective thought and fantasizing about potential solutions is enough to relieve minor pressures. In other situations the ability to relax under pressure is a helpful coping skill. Both may help young people recognize daily pressures and deal with those pressures more effectively.

QUESTIONS

1. What do you think is wrong with Jonathan? How does Jonathan deal with his daily pressures? What else could he have done? What do you think would have happened if he had chosen another way to solve his problems?
2. What are your daily pressures? How do you try to deal with them?
3. Does "something always seem to get in the way" when you think you have a problem solved? Give examples. Are you a successful problem-solver? Tell about some problems you have solved, and some that you have not solved.
4. Do you think Jonathan's parents were really "on his back"? Do you feel that someone is always "on your back"? If so, how do you try to solve the problem?
5. Who are the people with authority in Jonathan's life who tell him what to do? How do they treat him? Who are the people with authority in your life?
6. Why does Jonathan pull out his shirttail after his mother has told him to put it in? Do you defy authority? If so, what do you hope to gain? How do you feel afterwards?
7. Do you have chores or some kind of responsibility after school? Should you always have to fulfill your responsibilities regardless of what happens? Why? Is it discouraging when you have responsibilities and some of your friends do not? Why?

8. Tears came into Jonathan's eyes when he wasn't selected first-chair baritone player in the band. Should boys be allowed to cry as well as girls? Why? How do you show disappointment?

ACTIVITIES

1. INTERVIEW: OTHERS FEEL PRESSURES TOO

To help students gain more insight into the daily pressures of others, ask them to interview a cross-section of parents or guardians, teachers, and other students to find out what these people consider to be their everyday pressures. Then ask students to form a panel, and discuss those pressures that are common to parents or guardians, teachers, and students, exploring ways to minimize the pressures of each group.

2. A TYPICAL DAY IN YOUR LIFE

Ask students to write a description of a "typical day" on a 3" x 5" card and to put the card away. Then each day for two weeks ask them to write on a 3" x 5" card what their days were like. At the end of two weeks, students might reread the card that described their "typical day" and compare it with their daily accounts of the past two weeks. Discuss:

Were there daily pressures? What were they? Was something bothering you? What? What did you do about your pressures? What could you have done to cope with them?

Ask each student to choose someone he or she trusts and discuss these findings.

3. ALL THOSE "SOMETHINGS"

Have students list all the "somethings" that seem to get in the way when they think they have a problem solved. Ask them to write down how they might be able to get rid of the "somethings."

Variation: I Meant to But. . . .

Divide the class into groups of five. Give each group a list of "I Meant to But . . . ." sentences to complete. For example:

- I meant to do my homework but _____
- I meant to get along with my sister but _____
- I meant to be on time to class but _____
- I meant to listen in class but _____
- I meant to keep my room clean but _____
- I meant to help my mother but _____

Have each group complete the sentences and add sentences of their own. As a class, discuss possible solutions to the problems.

4. YOUR PRESSURES

Ask students to think of pressures they feel. For each pressure ask them to write down:

What they would like to happen as a result of any possible solution they try.

All the things that will help them to reach their goals.

All the things that might hinder their success.

How they could eliminate or neutralize the things that might hinder their success.

Then ask students to choose the best course of action to follow for handling each pressure. (As a follow-up activity, students may want to write down the actual results. Point out that it may take time to get the best results and it may be necessary to consider other solutions to achieve the desired results.)

5. RELAXING AND DAYDREAMING

Tell the class: "When you are unhappy or feel pressure you can relax. This may take some self-discipline and will power, but let's try. First, let's relax. Then create a 'positive daydream' in your mind so you can have some relief from stress and experience some happy thoughts." The procedure for this activity:

Lie flat on your back or sit at your desk, arms at sides, feet together. Your whole body should be in a relaxed position.

Close your eyes.

Relax all of your muscles, starting with the feet and legs and working to the facial and neck muscles.

Breathe in deeply and exhale a few times. (Have students think of energy flowing gently in and out. Compare this energy to the tide rushing over your body and away as you are lying by the edge of the ocean.)

Allow 5 to 15 minutes for the students to relax.

Ask students to create a "positive daydream" in their minds. You may want to set the stage depending on the experience of your class. For example: You are lying on a beach, watching the setting sun as it is "swallowed up" by the ocean. The salty water gently splashes your face and you hear sea gulls squalling in the distance. . . .

6. DREAMING AT NIGHT

Explain to students that it is useful to reflect on dreams because they sometimes provide us with information about what's bothering us or what makes us happy. Ask students to follow these directions.

1. Place paper and pencil by your bed before going to sleep.
2. After awaking from a dream, close your eyes and review the dream.
3. Open your eyes and write down the main points of the dream.
4. Go back to sleep.
5. Next morning go over your notes and add details by using sensory words such as taste, smell, color, etc.

When students feel comfortable doing so, have them discuss their dreams with each other. Some students might prefer to share their reflections in the form of creative art, prose, or poetry.

Ask students if their dream records gave them any ideas for solving problems or gave them clues about their everyday pressures. Discuss.

7. EXERCISES

Relaxing under pressure:

A. Sit in a comfortable position with both feet on floor.

B. Lower head until chin touches chest. Swing head slowly from side to side.

C. Let swinging slowly subside.

D. Let head flop gently back.

E. Turn head to look over left shoulder, bring chin down to touch shoulder. Push harder, forcing head around as far as it can go.

F. Do same as "E" but turn head over right shoulder.

G. Lie down and let your head roll gently back and forth. Do not lift your head or shoulders. Do this slowly.

H. Stand up and do a "tension stretch":
Raise your arms above your head. Stretch as hard as you can, reaching toward the ceiling. Tense every muscle in your body. Hold this position for 10 seconds. Relax, then repeat exercise.

I. Relax and return to normal.

Relax by stretching:

A. Stand up and stretch.

B. Yawn a few times.

C. Take a deep breath through your nose and exhale through the mouth.

D. Stand with all your muscles loose and relaxed.

Unwinding exercise:

(This exercise takes 45 seconds and is excellent for students who have been sitting or working in one position for a long time.)

A. Stand with your feet about eighteen inches apart, knees slightly bent.

B. Reach upward with your right hand. Stretch for something.

C. Let your right hand fall back. Then reach up with the left. Repeat three times, alternating right and left.

D. Return to starting position. Raise both arms sideways, palms down, to shoulder height. Stretch outward.

E. Bend forward and down, allow arms to swing, fingers brushing the floor with your head down. Bounce 5 or 6 times.

F. Stand upright and place your hands behind you on your buttocks, lean backwards, slide your hands down your legs and drop head backward.

G. Return to starting position.

Students may want to share their favorite relaxing exercises with the class. Physical education and dancing teachers are also good sources of possible relaxing exercises.

The exercises in Activity 7 were adapted from: Elizabeth W. Flynn and John F. LaFaso, *Designs in Affective Education, A Teacher Resource Program for Junior and Senior High*, New York: Paulist Press, 1974, pp. 52-83, 153-154, and 169-170.

FAMILY MATTERS

(WHAT IS A FAMILY?)

PROGRAM

Andy is a teenager who feels that her parents are not listening to her problems. Her parents are divorced and Andy is caught in the cross fire as they attempt to hurt each other by competing for her affection. Andy knows it is possible to have family support even though parents are divorced, because she sees a positive example in the family of her friend Diane.

Andy invites both of her parents to watch her swim in an important race. Neither parent knows the other is there, and an unpleasant confrontation occurs. Andy is accused of trying to get her parents back together. Then, when she disobeys her mother and visits her father, another argument results. However, the incidents may have been the first steps toward a happier family situation for Andy.

Although this program is about the difficulties of divorce, it can be used to stimulate classroom discussion that will help students understand how a family can promote the well-being of all its members. The questions and activities will help students examine their own attitudes and feelings about the concept of "family," explore the variety of forms a family may take, and discuss the needs and responsibilities of each family member.

QUESTIONS

1. If you were to tell a friend about this program, what would you say? What is its most important message? Explain.
2. How did Andy's mother and father feel about her? About each other? Were they conscious of Andy's feelings? Explain. Were they treating Andy like a "thing"?
3. How did Andy feel about her mother? About her father? What did the flashbacks tell us?
4. What were your feelings toward Andy? Toward her mother? Father?
5. Why did Andy invite both her mother and father to the swim meet? Should she have done that? Why? Was she trying to get her parents back together? Why?
6. How did Andy's parents handle the divorce? How did Andy? What could all of them have done to help each other and make things better? Is friendly divorce possible? Explain.
7. Compare the divorce in Diane's family with that in Andy's. How did the two girls help each other? Do people who share the same problem understand each other better? Why? What are some ways you could help a friend with family problems?
8. What needs did Andy have that were not being met? How did she try to meet them? Was she successful? Explain.
9. Should Andy's mother have taken the time to talk with her instead of going out to dinner? Was it wrong of Andy to disobey and go to see her father at work? Why? What else could she have done?
10. How did Andy, her mother, and her father show their frustrations? How did each of them deal with it? How did each show love?

ACTIVITIES

1. TELEVISION FAMILIES

In a class discussion (or in written form) ask students to compare and contrast "Family Matters" with their favorite television show(s) about family groups. The discussion should include these points:

Communication (parent-parent, parent-children, parents and children with those outside the home);

Concern (how each member of the family treats the others);

Coping (how each member of the family deals with what life brings).

Using the television shows selected, students might also consider:

- How would each of the television families deal with divorce?
- What are some needs that all the characters in "Family Matters" and in the television shows share? In which of the programs are these needs most nearly met for all family members? Explain, with examples.
- Compare your idea of a good parent with some of the television parental roles.
- Who is the best television mother, father, and child? Why? Which television family unit works best? Explain, with examples.

2. YOUR FAMILY

To help students think about their attitudes toward their own families, write some open-ended statements on the board for them to fill in privately. (Examples: A family consists of . . . .; The purpose of a family is . . . .; Everybody needs . . . .; The best thing about my family is . . . .)

Have students keep what they write and look at it again privately after the activities associated with "Family Matters" are completed. Some of their views might change. Then conduct a general discussion about what people can do to improve their family situations.

3. EXPERTS SPEAK

Ask students to prepare a list of questions similar to the ones below. Then, students should interview persons particularly qualified to speak on the subject of the family. (Family counselors, marriage counselors, social workers, psychologists, religious leaders, etc.). If they prefer, students could invite a guest speaker (or panel) to the classroom. (Provide speaker(s) with a list of questions beforehand.) Speakers might wish to prepare an audio tape or a slide-tape presentation.

Some topics that could be covered are:

- What is the life style of the traditional family? Has it changed? How? Why?
- In 1970, one-fifth of the people between ages fourteen through seventeen did not live in two-parent families.* What will become of the traditional family structure in the future?
- What are some advantages and disadvantages of the extended family? Of communes? Of couples living together without being married? Of single parenthood? Can any of these life styles strengthen the traditional family? Could any destroy it?
- Is communal life "coping" or "copping out"? Why?
- Agree or disagree with this recent statement by anthropologist Margaret Mead: "In the end, it will be the family way of life that will persevere. The family changes, but it will never disappear. Every attempt to eliminate the family has failed." Discuss.

*From *Elementary School Guidance and Counseling*, Vol. 9, No. 4, May, 1975, p. 271.

4. DEFINING THE GOOD PARENT

Ask students to work in small groups and create a list of characteristics of a good parent. They might consult popular child-rearing guides such as Dr. Spock's *Baby and Child Care*, Fitzhugh Dodson's *How to Parent*, and Haim Ginott's *Between Parent and Teenager*. The groups should consider:

Do young people learn how to be parents from the way their own parents behave? Why or why not?

In 1970, one of every ten girls were mothers at age seventeen. Sixteen percent of them already had two children by age seventeen.* What are the implications of this fact? Is knowing how to be a good parent an instinct we are born with? Explain.

5. FAMILY SERVICES

Have students prepare a descriptive directory of community supportive family services. (For example, family counseling services, clinics, welfare offices, religious activities, etc.) Good sources of information are local newspapers, local governmental agencies, and churches.

6. FAMILY IMAGERY

To help students clarify their ideas of a family, have each student construct a visual image of "family" using any artistic medium: painting, sculpture, collage, stitching, crocheting, photography, etc. Make an exhibit of these and discuss similarities and differences.

7. LOOKING INTO THE FUTURE

Ask students to write a play or a story about what they hope their family group will be like and how it will work when they are adults.

8. LIVING TOGETHER

In order to meet the needs of their members, all groups, including families, organize themselves in certain ways. To help them understand this concept, students might pretend that they will be living together as a group. Ask students to build a model house, with each student making a puppet or stick figure to represent himself. The group should discuss the practical matters of living together such as: chores, responsibilities, rules, discipline, authority, and parent-figures (will there be any and who they will be). Ask them to consider how they will handle conflicts and how they will try to meet everyone's needs as much as possible. The group should incorporate the features of family life they like and change what they don't like.

*Ibid., p. 271.

My Friend?
(Ethnic/Racial Differences)

This program was filmed in cooperation with the Tribal Council of the Navajo Nation, Window Rock, Arizona, and the Navajo Film and Media Commission. Students will better understand the program if they know that:

- **"Shikis" is the Navajo word for "friend".**
- **The eating of eggs, fish, and fowl is a long-standing tribal taboo.**
- **Owls are a traditional symbol of bad luck, illness, or death.**

PROGRAM

Virgil, a young Navajo, and Eddie, a young Caucasian, have been the best of friends for most of the time they have been in grade school. Living in a sparsely settled area of southern Utah, they have fished, hunted, helped each other with chores, played games together, and had the run of each other's homes.

As the boys leave their rural elementary school and begin junior high, both sense that their close relationship may change. That prophecy is fulfilled as Virgil's people try to persuade him to stay away from "Whitey," and Eddie is pressured by white members of the basketball team to give up his friendship with Virgil. Both boys are harassed by the other ethnic group.

In the final scene, Virgil is attacked by several white students while a confused Eddie stands by and watches. Virgil, dazed by the beating and the betrayal, says to Eddie bitterly, "Shikis! . . . yeaah!"

Students moving from elementary to secondary school may find that racial, ethnic, and religious differences begin to have a greater effect on interpersonal relationships—what was socially approved or encouraged at a younger age may no longer be acceptable. Youngsters can benefit from learning to identify these differences and the effect they have on personal and group friendships.

The purpose of this program is to help students understand that people often feel the need for an ethnic identity, and to encourage them to appreciate the qualities that are common to all human beings.

QUESTIONS

1. Why do you think the program ended the way it did? How would you have ended it? Could the two boys ever be friends again?
2. What were Eddie and Virgil thinking at the end of the program? What were their feelings? What were your feelings? Did you sympathize with one boy more than the other? Why?
3. Were Eddie and Virgil truly friends? Why? What do you think happened to their relationship? Was one boy hurt more than the other by what happened?
4. What were the pressures that hurt Virgil and Eddie's relationship? Have you ever wanted to be a good friend with someone but circumstances seem to always get in the way? What happened? How did you resolve the problem? Did Eddie's father give him good advice?
5. What were some of the cultural differences between the boys? Did cultural differences affect their relationship? Why? How did they try to resolve the differences? Do cultural differences affect your relationships with other people? Why or why not?
6. How did you feel when Virgil and Eddie read the note that said, "Since you Navies won't touch eggs any other way, you can clean them off your locker. May thousands of owls fly over your tepee."? How do you think they felt? What would you have done if you had been in Virgil's position? In Eddie's position? We're always told to stay out of fights but should Eddie have joined in to help Virgil?

ACTIVITIES

1. EXPERIENCING PREJUDICE

It may be useful for students to experience what it feels like to be an "outsider," oppressed and discriminated against. This activity, to be effective, should take place over one week.

Directions:

Randomly divide students into three groups. Each group should be identified by a distinguishing characteristic. For example, one group could use white grease paint to color their faces, another group red grease paint, and the third group half red and half white paint. Alternatively, the groups could wear different colored arm bands, or paste on dots and stars (like Indian "caste marks"). Explain to students that it is important for everyone to participate by not engaging in conversation with anyone outside their "color."

The teacher should:

One day show partiality to the first group of students, the next day to the second group, and the next day to the third group. (For example, allow special privileges, refuse to recognize those that are not favored for the day, give treats.)

At the end of the week ask students to discuss:

- How did you feel when you couldn't talk with your friends?
- How did others react to you?
- Did you notice certain reactions because of the "color" of your face?
- How did you feel when you couldn't talk with anyone but those of the same "color"? How did you want to react?
- How did you feel toward those who were the same "color" as you?
- Did you learn something about people? Explain.
- Where do we learn our prejudices?
- How can you begin to overcome your own prejudices?

2. WHAT DO YOU THINK?

Many of the opinions that people hold are based on their "feelings" about things. Incomplete knowledge, fear of the unknown, and ideas that have been picked up from others without careful personal thought all contribute to our opinions. A preconceived opinion or feeling—formed beforehand without factual knowledge, thought, or reason—can be called a "prejudiced" opinion. It is important to

point out to students that a "prejudiced" opinion may be either favorable (Bach is the greatest composer who ever lived) or unfavorable (all classical music is boring).

To help them begin to think about how they form their own opinions, have each student privately complete a questionnaire similar to the one below. Explain to students that there may be disagreement about what is the "right" answer, and that when they have completed this activity it is possible they will be confused about their own opinions. However, this activity is intended to help them become AWARE of their opinions, and to help them realize that there are many aspects to be considered when forming opinions.

After each student has completed the questionnaire, have a class discussion, concentrating on the following ideas:

If there are differences of opinion, who is right? Why?

Could some of these statements be interpreted as prejudicial statements?

What facts are the basis for your decisions?

What were your feelings when you were answering each?

How did you arrive at your opinions? Are your opinions based on facts (books, research, etc.), based on "feelings," or based on what adults or friends have told you?

What are your feelings when someone disagrees with you? Agrees with you?

Have you ever consented to do something you really did not believe in? Why?

How do you feel when you are the only one who holds a certain opinion? What do you do? Do you try to change people's minds? Why?

What do you Think?

	Agree	Disagree	Don't Know
Boys shouldn't wear long hair.			
Girls should not wear halter tops to school.			
Children should respect their parents.			
You should not date anyone of a different religion.			
Males should not change diapers.			
Women should not play football.			
People should not drink or smoke.			
Everyone should have an education.			
Men and women should have separate bathroom facilities.			
You should not steal for any reason.			
Families should not adopt a child from another ethnic group.			
If a father is a doctor, his son should follow in his footsteps and be a doctor too.			
If your family is religious and goes to church, you should go too.			

Students may wish to discuss these questionnaires with others outside the classroom, comparing their own opinions with the opinions of others. Parents, grandparents, brothers and sisters, friends, and neighbors would all provide interesting comparisons.

3. HUMAN RELATIONS IN YOUR COMMUNITY

Robert Cohen in *The Color of Man** says, "Human beings frequently base their behavior on prejudice. We prejudge many things. But racial prejudice is the most dangerous of all, because peace between communities and nations can only be achieved through a real understanding of each other." Realizing this, many communities are making a real effort to promote understanding among races. City governments may have a human rights commission. Many churches have committees and interest groups that work to dispel stereotypes of different groups and races. Universities now offer minorities a chance to learn of their cultural heritage through special programs. Your own school might have a group committed to promoting better human relations.

- Have students research and prepare a descriptive index of groups within the community (government, church, school, etc.) which exist to improve human relations.
- If your community is one with qualified people working in the area of human relations, invite one to speak to the class. Suggest they talk about concrete efforts and achievements in human relations at the local level and what the class might do to help. Students should prepare questions beforehand.

4. STUDENT AS TEACHER

Have students find a book on the preschool or primary level that deals with differences (racial, ethnic, or other) and problems that lack of tolerance for differences may cause. They might ask the reference librarian for suggestions or look at home for books they had when they were younger or that younger brothers and sisters or neighbors now have. Tell them to be sure they understand the book's main point. Then have them read it to a younger child, discuss it with him, and report their experiences to the class. Students should be prepared to tell the class: if the child liked the book; if the child got the point; if the child was able to relate the point to his own life; and if (in the student's opinion) such books help promote understanding.

5. FIRST IMPRESSIONS

First impressions of people and things often play an important part in forming our opinions. This activity helps students recognize and understand this, and to begin to appreciate individual differences.

Materials:

Each student should bring a small stone to class. (Fruit, or other similar items could be substituted.)

Procedure:

Collect all the stones. Divide the class into groups of twelve. Give each class member a stone. Ask students to examine their stones carefully, using all their senses. (5 minutes) Then have the students put their stones in the center of their group. Mix the stones up, and ask each student to pick out the stone he or she was examining.

Repeat this procedure two or three times, until every student can easily identify the stone.

Then discuss:

- Why could you pick out your stone?
- What was your first impression of your stone? Of this exercise?
- What are some of the things that make your stone unique? How is it like other stones?
- Do you now feel that your stone is a personal possession? Is it a friend? Does it take longer to build up a relationship with people? Why?
- Do you usually form a first impression of a person? Why? Do you like people to form a first impression of you? Are they usually right or wrong? Why?
- What have you learned that will help you get to know others? Can you appreciate individual differences?

*Robert Cohen, *The Color of Man*, New York: Random House, 1968, p. 103.

By Whose Rules
[Systems and Self]

PROGRAM

NOTE TO TEACHERS: Students will better understand this program if they know the terms "campaign," "party," "slate," and "platform" beforehand.

It is the evening before a school board hearing about Matt Cole's suspension from school, and the main parties in the dispute are being interviewed.

Matt and Tracy Wong ran for president and vice-president of student government on the Students Unified for Rights of Expression (SURE) party platform. The SURE party grew out of a student project in a U.S. history class. However, since campaigning on political issues was not "normal procedure" in the school's elections, Mr. Langston, the principal, blocked Matt and Tracy's persistent efforts to implement their campaign. When Matt made a determined attempt to promote his party's cause, he was suspended from school and disqualified from the election.

Matt and his mother, an attorney, have requested that the suspension be removed from Matt's record and have called for a new election. Mr. Langston believes he has administered the rules in a fair and reasonable way, and is only willing to allow Matt to be a "special delegate" to the Student Council. The issue will be settled by the school board the next day.

This conflict between the system and individuals will be familiar to young adolescents. The program is intended to stimulate active discussion about the relationships between individuals and social systems, and about the skills needed to work for change within social systems.

QUESTIONS

1. The interviewer asked, "Would you do it all over again?" Matt answered, "Sure." What would your answer have been?
2. *Discussion might be more interesting if students were to role-play the assembly scene from the program.*
   How did you feel when the principal stopped Tracy from speaking? What would you have done if you had been Tracy?

   How did you feel when Matt got up to speak? How do you think Matt felt? What would you have done?

   Do you agree or disagree with Matt's statement, "I think it is wrong for them to forbid me to talk about SURE"? Why? What would you have done if you had been Matt?

   How do you think the principal felt when he addressed the student assembly? Why did he tell Matt to sit down? What would you have done if you had been the principal? In your opinion, did he have the right to tell the students not to vote for Matt, because Matt had disqualified himself? Why?

   In your opinion, did Matt disqualify himself? Why?
3. Did Matt disobey the principal? Why or why not? When the principal said he wanted "normal procedure" chiseled on his grave, what did he mean? When does normal procedure need to be changed?
4. Should the principal have suspended Matt for two days? Why? Should the principal remove the suspension from Matt's records? Why?
5. Matt's mother said to the principal, "You forced him into a confrontation in front of the student body. He had no choice. If he had backed down, he would have been denying everything he believed in." Do you agree? Why?
6. How do you explain the other students' reactions to Matt and Tracy in history class? In Student Council? In assembly? How would you have felt and acted toward them?
7. Was Matt influenced by other people? His history teacher? Mother? Principal? Who did Matt influence?
8. Matt's mother felt that he had used good judgment. Why did she say that? Would the principal agree? Do you?
9. Why does society need rules? What are some reasons for changing rules?

ACTIVITIES

1. UNDERSTANDING "BY WHOSE RULES"

Ask each student to write on the chart below the positions taken by Tracy and Matt, the principal, Matt's mother, and the other students. After completing charts, discuss as a class the position taken by each of the individuals, and how they handled their differences. Then students should write on the chart what their own positions would have been. Compare all answers as a class.

Positions Taken	Tracy/ Matt	Principal	Mother	Student	Self
Platforms for all candidates					
The SURE party					
Posters and campaign materials					
Campaign articles published in school newspaper					
Slate of candidates					

2. ADULT AND STUDENT VIEWPOINTS

To give students some insight into adult and student viewpoints, this activity asks them to predict the school board's decision about Matt's suspension and the elections for next year. Students should write a play that shows what they think the school board decided about Matt's

suspension and how elections should be conducted next year at Matt's school. The group should be given ample time for discussion.

Present the play to another class. Ask the audience:

Do you think this decision is right? Why?

What would your decision have been? How did you reach your decision?

Were the procedures used in arriving at the answer fair? Why?

Was everyone given a chance to express their own opinions? Explain.

3. STUDENT RIGHTS

Recently more attention has been given to student rights. Demands by parents and students reinforced by court decisions make this an issue of interest and importance.

After explaining the meaning of the term "rights," ask students to decide which of the following are "rights" and which are not.

A student has the right to . . .	yes	no
receive a hot meal at school.		
have a responsible family.		
be educated.		
dress the way he or she chooses at school.		
grow up in a happy, loving atmosphere.		
express himself or herself verbally.		
have parents examine his or her school records.		
privacy (for example, school counselors should keep student information confidential).		
know why he or she is being given standardized placement tests.		

Discuss:

- Which items did you consider were not your right? Why?
- Which ones did you consider were your right? Why?
- How can you learn more about your rights?
- Have you ever demanded your rights? When? What was the result?

4. EXAMINE YOUR SCHOOL

A. In small groups and at different times, students should walk around the school for 10 to 20 minutes. They should pretend they know nothing about the purpose of the building. When they return they should describe what happened to them. What function do they think the building serves? What makes them think this?

B. Ask the class to draw up a Bill of Student Rights and Responsibilities for the school. If you already have one, review it. Among the topics to include are: dress codes, lockers, student records, punishment, grades, compulsory attendance, and rules and regulations governing suspension and expulsion.

C. Have students develop a plan for the school they would most like to attend.

D. Find out where and how student records are kept. Who has access to them? What is the reason for their existence?

E. Find out the functions of the Student Council and determine the range of its responsibilities. What is the extent of adult supervision of the Council? Find out what changes need to be made and why.

F. Examine your school newspaper. What kinds of articles are written? Are there some articles that are not allowed to be published in your paper? Why? Who is in control of your paper? What is meant by "freedom of the press"?

5. PUNISHMENT AT SCHOOL

Opinions vary on whether or not physical punishment in school is wrong. Some people feel it has the potential for creating more problems than it solves, and that physical punishment violates human rights. Other people feel it is necessary to maintain order and instill respect for rules.

Ask students who have been punished at school to discuss how they were punished and if they felt the punishment was justifiable. If not, what did they do? Students might interview teachers and principals to get their opinions on physical punishment. What should be done when a student feels that he or she is being punished unfairly?

What are the laws of your state/province in regard to the use of physical punishment in the schools?

6. CASE LAW

Invite a lawyer to make a presentation of cases where student rights have allegedly been violated. As an alternative, students could research recent court cases and state (or provincial) laws that pertain to student rights.

For example:

- Cases involving freedom of speech, haircuts, lengthy suspensions, student newspaper censorship, and exclusion of pregnant girls from school.
- Issues relating to corporal punishment in schools.
- Issues relating to student demonstrations and other disruptions.
- Cases involving classifying and labeling some students as handicapped.
- Issues relating to compulsory school attendance.

CHANGES
(PHYSIOLOGICAL CHANGES)

PROGRAM

David and Susanna are twins. As adolescents, both know about bodily changes, but neither is comfortable with the social aspects of growing up.

Susanna has run out of sanitary napkins and, for the first time, cannot depend on her mom to buy them for her. She is terribly embarrassed about having to go to the drugstore, but she finally works up enough courage to make her purchase.

Meanwhile David, who has not matured physically as fast as Susanna, has promised one of the bigger boys a treat. David thinks he can borrow money for the treat from Susanna.

The boys follow Susanna, and intercept her as she is leaving the drugstore. When she refuses David's request, he tries to grab her package. During the scuffle, the boys discover her purchase, and the three young people find themselves in a touchy social situation.

This program is intended to help adolescents understand and cope with the emotions and social situations related to physiological changes. The learning activities also deal with the coping skills of risking, confronting responsibility, and accepting change.

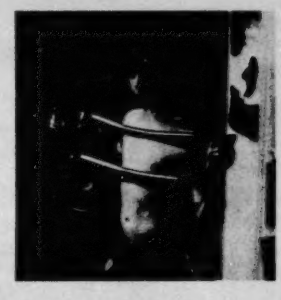
QUESTIONS

1. How did you feel while you were watching this program? Have you ever felt like David? Susanna? When? What were Susanna's feelings? David's?
2. Mentally compare yourself to Susanna (if you are female) or to David (if male) in terms of feelings and physical maturity. Can you understand the feelings and physical maturing of the other sex?
3. How did Susanna feel about growing up? David? Could David and Susanna have had a better understanding of each other? How?
4. How did Susanna's parents feel about her growing up? Why?
5. Describe Susanna's feelings in the drugstore. How did she feel about the clerk? How did you feel? How would Susanna deal with the problem next time?
6. How did David feel when he was being teased? Getting money for a treat for Bill was important to David. Why?
7. How did you feel when you saw the boys playing "keep away" with the package? How did Susanna feel? How did the boys feel when they realized what was in the package? How would you have felt? What would you have done?

ACTIVITIES

1. BODY CHANGES

Ask students to make a list of the parts of their bodies that have changed the most since they were in the fifth grade.



Discuss as a class:

Why do changes take place in the body?

Why are there differences in timing and rate of maturing? How does this affect you?

What are the physical changes of a male? What are the psychological effects of those changes?

What are the physical changes of a female? What are the psychological effects of those changes?

Ask students to review their lists, think about the class discussion, and then answer for themselves:

What do I understand about myself and others?

What have I learned?

2. UNDERSTANDING HOW TO CARE FOR THE BODY

Students might invite a cosmetologist to come to class to demonstrate the proper cosmetic treatment of the skin, hair, and nails. Students could volunteer for the demonstration.

A physician or nurse might be invited to visit and explain the biological aspects of body changes and the effects of those changes. For students to gain more insight, a psychologist could explain emotional effects of the biological changes.

3. CROSS-CULTURAL DIFFERENCES

Students should discuss as a class various cultural attitudes toward the body. Then divide the class into groups, letting each group choose a topic to research. Two possible topics are:

What are the religious, cultural, and historical reasons for cleanliness? For example:

The use of water for baptism to gain entrance into a church.

Jewish male babies being circumcized in a religious ceremony.

In Victorian days women were left alone, sometimes even shut away, while menstruating. (In many pre-industrial cultures, the menstrual flow is considered unclean.)

The Egyptians prepared their royalty after death with a ceremony that provided total body cleansing and dress with makeup.

Look at hygienic customs around the world. For example:

- European women do not shave their legs or under their arms.
- Hindu priests shave their heads and dress in sacred clothing.
- Combing and braiding hair is a ritual in some African tribes.

4. INVITATIONS

This is a discussion activity that should be used according to the needs of the class. It would be helpful to ask the school nurse, a psychologist, a counselor, a few parents, and a physician to join in the discussion. Divide the class into small groups and let one adult lead each group's discussion of such questions as:

What constitutes a good diet and why is it important, particularly during adolescence?

Why do people have blemishes and how should you care for your skin?

Why do females menstruate and develop breasts?

Why does a male's voice change?

What determines the size and shape of the various parts of the body?

Why is the endocrine system important during this age and how does it affect you physically and mentally?

Why do your emotions seem so changeable during this time?

After each group has discussed the questions, the groups may want to get together to share their thoughts.

5. DESIGNING A NEW BODY

Ask students to close their eyes and concentrate on their ears: feel the lobes, the curves, the inside, and the back of the ear. Cover one ear and then both. "What do they hear? What did they experience?" Ask them to uncover their ears and listen to the sounds. Then, ask students to imagine what it would be like if their ears were: on their elbows; on their knees; on their backs; on the tops of their heads.

Now ask students what they would change if they could redesign the human body. How would the body look? Students might draw pictures of their new bodies or even make small-scale models to show what they would look like.

6. PRODUCTS AND PURCHASES

Ask students to bring several cosmetic or hygienic products to class. Fix up a corner of the classroom like a store. Student volunteers might sell the items to others, discussing the different brands and why they picked one product rather than another. Discuss as a class what the product could do for the purchaser, and whether they should purchase the product. Students might consult consumer reports for articles about unsafe products, and generate their own "Teenage Products Consumer Report."

7. BODY IMAGES

A. Make a collection of advertisements that emphasize the human body or parts of it. Choose ads that "change you for the better," "make you more desirable," etc. Full-page color ads are preferable.

B. Ask students to write three possible endings to the following phrases:

"The most important thing about a woman's appearance is . . ."

"The most important thing about a man's appearance is . . ."

Put these papers aside temporarily, and looking at the ads, ask students to think about and discuss what each ad says about the human body, and what human emotions or desires the ad appeals to. Then discuss how the advertiser has tried to put across the image of the "correct" physical characteristics of males and females, and whether or not the advertisements are really accurate in their descriptions of what the product can do for the buyer.

C. Ask students to get out their original papers and compare them with what they have been discussing about the advertisements. Has their thinking about "body images" changed?

D. Next, ask students to close their eyes and think of someone they like. Does he or she match their written statements or the advertisers' images? (Students should not answer aloud.)

E. Finally, discuss in small groups: What things influence your concept of what the human body should be like? (Students should talk about how they are or are not influenced by parents, teachers, the community, books, advertisements, the media, peers, and their own experiences.)

Double Trouble
(Family Adversity)

PROGRAM

Delia is worried and upset because her mother has had a stroke and been placed in the intensive care unit of the hospital. Her anxiety is increased because her father, and older brother and sister, in trying to protect her, have kept information from her about her mother's condition. As a result, Delia's fantasies are worse than the facts.

Father has been depending on the older children to keep the family going during the crisis. Without thinking, he hasn't given Delia any responsibilities. What the family believes is good for Delia is in fact causing her additional problems.

With her friend Jenny's help, Delia finds a way to visit her mother in the hospital. Though the hospital and her mother's paralysis are shocking, Delia is able to cope with the situation. She finds a way to be useful during her mom's recovery, and no longer feels excluded from the family's adversity.

Interviews with young people about their experiences with sudden family adversity (either from sudden illness or decrease in family income), were somewhat surprising. They reported fewer difficulties in coping with the causes of the adversity than in feeling left out. They told poignant stories of how their fantasies had overwhelmed them until they were told the truth. They also reported that being given responsibility—a job to do—helped them cope with the sudden change.

This lesson's purpose is to encourage young people to discuss and participate in learning activities that will improve their skills for dealing with family adversity.

QUESTIONS

1. Why didn't Delia's family discuss her mother's condition with her? How did that make Delia feel? How would your family have reacted toward you? How would you have felt?
2. Did the roles and responsibilities in the family change because of Mother's stroke? How? Why? How will their lives have to change when she gets home? Do you think this family is capable of coping with this adversity? Why?
3. In times of crisis, who do you get help from in your family? Who tried to help Delia? Who didn't seem to help?
4. How did Delia want to help? Why didn't the others listen to her? How could Delia have proved that she was able to help? Do you think she should have tried to prove herself?
5. Should Delia have been told the truth about her mother's condition? Would you worry more or less if you didn't know the truth? Why?
6. How did Delia feel when she saw her mother? How did her mother react toward Delia? How was Mother's reaction toward Delia different than her reaction to the rest of the family? Why do you think she explained her situation to Delia? How did being with her mother make Delia feel?
7. Does the hospital system help a family in time of crisis? Why or why not?
8. Do you think Delia should have been sent to Aunt Sarah's? Why? How do you think Mother convinced Delia's father not to send her away?

ACTIVITIES

1. EXAMPLES OF ADVERSITY

Have students look in magazines and newspapers for pictures and articles illustrating different kinds of family adversity. Students might also list books, motion pictures, and television programs that deal with family adversity. The class might wish to create a collage or mural from these examples.

2. THE EFFECTS OF ADVERSITY

To help students identify ways they might be able to help in a time of family adversity, have students think of hypothetical situations that lead to family adversity (hurricanes, tornadoes, severe illness, unemployment, etc.). List these situations on the board so that each student can choose one to investigate further.

Have students list the ways that they think their families would be affected by the adversity they selected. Have them discuss with their families:

- What things do parents think young people should do?
- How do these things compare with what the young people think their roles should be?

3. WHO HELPS?—A DIRECTORY

Students should investigate public and private community resources to find the services available to families in times of crisis. Students should list the names of the resources and the services they provide, and produce a directory for their area. (This can be duplicated and distributed throughout the community.) In addition, students can study individual agencies in depth and report to the class, using slide presentations, tape-recorded interviews, or literature and poster presentations. If a person in one of these agencies is particularly interested, that person might be invited to speak to the class. (As a courtesy, students should write or call to ask for permission to visit an agency before going there.)

4. HELPING OTHERS FACING ADVERSITY

Have students develop a play, a skit, or a scenario dealing with a classmate who has been faced with family adversity. For example, the father of a classmate has been laid off from his job, and is not able to find work. Discuss how the class as a whole and as individuals can help the classmate and the family.

5. MEDICAL EMERGENCIES

Discuss with students: Suppose Delia's mother had had a stroke in your house. What would you have done? Who would you have called? Do you know the telephone number? Who would have responded to the call and handled the situation? What kind of training would the person have had? What other kinds of emergencies does this person handle? What is the person paid? Who pays him or her? Does this type of job appeal to you? Why?

6. EMERGENCY ROOM

Ask students to watch two television programs that deal with medical emergencies. Students should study the kinds of emergencies shown, and how they are handled. Then have students study how medical emergencies in your community are handled. How does the reality compare to the television portrayals?

7. BECOMING A HELPER

Have students locate places where teenagers in your community can be trained in first aid or can serve as community helpers. (For example, day-care centers or hospital volunteers.) Representatives of agencies such as the Red Cross or a community mental health association can be invited to train students in techniques of first aid or the psychological aspects of crisis situations.

8. MEDICAL REHABILITATION

Students might investigate resources for medical rehabilitation. Find pictures and articles about rehabilitation, and develop a "handbook," including the various physical aspects, people who have been helped through rehabilitation, and financial resources. What costs are involved in getting this type of help? What type of insurance protection is available to help a family meet the costs?

9. FEELING LEFT OUT

Have students imagine that they are faced with a problem like Delia's where the family members have found themselves in a crisis. Each student (or small group) should develop a skit that illustrates one way of coping with the situation. Some examples of ways people cope with emergencies are:

Seeking Help:	contacting welfare organizations, getting professional therapy, calling upon a neighbor or relative.
Withdrawal:	becoming depressed, drinking too much, using sleeping pills, isolating oneself.
Fighting Back/ Confronting/ Risking:	trying to help oneself, facing up to the problem.

After the skits, the class should talk about the advantages and disadvantages of using one coping skill rather than another.

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Self INCORPORATED

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Trying Times

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In San Francisco: Carlemont High School, Sequoia High School

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KETC-TV, St. Louis, Missouri

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Pressure Makes Perfect *By Whose Rules*
Two Sons *Down and Back*

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Pressure Makes Perfect: Arthur Custer and Ludwig van Beethoven
Down and Back: Gail Guidry, *Two Sons:* "The Things You Done To Me," written by Bernard Wagner and performed by Charles Title, "Don't Ever Trust a Man," written by Robert Chilton and performed by Linda Talley, "Life is Like a Mountain Railroad," public domain, performed by Paul Adkins and Butch Mayes, "Once Again," written and performed by Glen Roe, "Turtledove," written by Bill Wade and performed by the Missouri Troubadors, "I Don't Want to Go Home," written and performed by Dewitt Scott, "Hitchhiker," written and performed by Nick Nixon.

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UNIT Productions of the Utah State Board of Education

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What's Wrong with Jonathan? *My Friend?* *The Clique*

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Self INCORPORATED

Related Materials

Packet of Background Readings
This consists of articles for AIT that deal with the physical, psychological, and social issues of early adolescence and the ways in which the emotional health of adolescents can be fostered inside and outside of the classroom.

School/Community Awareness Kit
Included are a complete community preview format, reading lists, posters, and an article by Dr. Maria Piers, Dean of the Erikson Institute of Early Education, on the parent-child relationship. The kit was designed to help schools inform parents and the community about "Self Incorporated" and to provide suggestions for involving parents and other adults in the use of the series.

Parent Discussion Booklet
The discussion booklet is for adults and teenagers to use in discussions of "Self Incorporated" programs and related issues. The booklet includes an introduction, program summaries, and discussion questions for each program.

In-Service Kit
Workshop leaders' materials, including a handbook, reference items, reproducible handouts, and masters for producing overhead transparencies, are available to help prepare teachers and others to use "Self Incorporated."

"Self Incorporated" Films and Videocassettes
Individual "Self Incorporated" programs on 16mm color film and videocassettes can be purchased from AIT. Preview prints with film guides are offered to prospective purchasers without charge except for return postage. Special prices are available to "Self Incorporated" consortium agencies and to those entitled to service from a consortium agency (see inside front cover).

For information about these related materials, write to the consortium agency for your state or province (see inside front cover) or to:

Agency for Instructional Television
Box A
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The Agency for Instructional Television is a nonprofit American-Canadian organization established in 1973 to strengthen education through television and other technologies. Its primary function is the development of joint program projects involving state and provincial agencies. It also acquires, adapts, and distributes a wide variety of television, audiovisual, and related printed materials for use as major learning resources. AIT's predecessor organization, National Instructional Television, was founded in 1962. The AIT main offices are in Bloomington, Indiana. There are regional offices in the Washington, D.C., Atlanta, Milwaukee, and San Francisco areas.